THE SCHOOL JOURNAL

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THIS NUMBER

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Partial List of Contents for September, 1911

The San Francisco Meeting 445
Exercises in School Gardening—Clarence M. Weed, Mass. . 448
Memory Gems for September 449
September Birthdays 450
Study Outlines of South America—Emilie O. Jacobs, Philadelphia. 452
Development of Steam Navigation—Jacques W. Redway, F.R.G.S. 453
Industrial Nature Study—Frank Owen Payné, N. Y. . . . 456
A Study of Corn 458
Life of a Forest (Gifford Pinchot)—Products of the Maize Grain 461
Inspiring a Love for Literature—Bessie Jordan Welch, Mass. 462
Games and Folk Dances (with Music and Illustrations) . . 464
Dramatization: When Folks Believed in Witches —E. Fern Hague, N. Y. 466
Letter Writing: The Reading (Penna.) Syllabus . . . 468
The World We Live In (Census Returns, Industry and Commerce, etc.) 470
Review of Current Events 475
Blackboard Drawings (460, 468, 476), Poems, etc., etc. .

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The population of Prince Edward Island appears to be declining. The enrollment of pupils in the schools has decreased from 20,779 in 1901 to 17,932 in 1910, altho the percentage of average attendance has grown from 59.34 in the first-named year to 64.86 in the year just closed. The salaries paid teachers ranged from $963 in the Prince of Wales College (the Charlottetown high school) to $130 in the country. The retail prices of some of the authorized textbooks are: Primer, 4 cents; first reader, 6 cents; second reader, 9 cents; third reader, 14 cents; and fourth reader, 16 cents.

Street Trading by Children

In Bradford, England, no child under the age of 11 years can be employed in street trading, and no person under the age of 16 can trade in the streets unless furnished with a license granted by the council. A license is not refused to any person between the ages of 11 and 16, except on account of physical or mental deficiency, or that he or she has not the consent of his or her legal guardian to be so employed. Every person so licensed must wear a badge provided by the council.

No licensed person can carry on street trading after 8 p. m., or unless decently and sufficiently clothed. No licensed person can enter any premises licensed for the sale of intoxicating liquor to be consumed on the premises, nor any premises licensed for public amusement, for the purpose of selling or delivering goods. No licensed person, unless exempt from school attendance, can carry on street trading during school hours. Street trading on Sundays is forbidden.

At a recent public meeting in regard to street trading it was stated that street trading by children was one of the most fruitful causes of unemployment and crime. Once a boy commenced to sell newspapers he was destined to sell papers always.

No Pawnbrokers There

There is not a single pawnbroker in the city of Quebec, the last person in that business having died about thiry years ago. One reason to account for this condition is probably the high license fee required to be paid by persons wishing to engage in pawnbroking, namely, $500. Again, it may be due to the absence of extreme poverty among the native population and the ready assistance extended to deserving poor by a number of charitable organizations.

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THE SCHOOL JOURNAL

A Monthly Journal of Education

OSSIAN LANG, Editor.

Vol. LXXVIII. September, 1911 No. 11

The San Francisco Convention

California is past mistress in the arts of hospitality. When she sets out to entertain, nothing can rival her in lavishness and withal delicacy of attention showered upon her guests. And her people had decided to give the N. E. A. the best they had. Fragrant flowers and luscious fruit were supplied in abundance. Receptions and entertainments of all sorts followed one another. Every detail of comfort was looked after. Lest anyone might be overlooked, there was a hospitality committee at work searching out the reticent and drawing them into the social life. Special hospitality quarters were maintained, provided with restrooms, information desks, and a thousand and one other conveniences and attractions, including a richly decorated oriental tearoom where refreshments were served by alert hostesses. Every visitor was made to feel that he was genuinely welcome.

Good music was a much-enjoyed feature of all meetings and social gatherings. A memorable concert was given wholly in honor of the members of the association, at the magnificent Scottish Rite hall. It was devoted entirely to compositions by California musicians, who themselves took part. So delighted were those who were privileged to be there, that Miss Estelle Carpenter, by whose masterly management the treat was organized, announced there would be a repetition of it. The California Composers' Festival will long be remembered as one of the choicest contributions ever made to the entertainment of the N. E. A.

Nor were the educational objects of the gathering lost sight of for a single moment. The programs of the various professional meetings were fully up to the standard of former conventions. The most fruitful discussions were probably those dealing with the problem of how secondary education can be raised to its rightful place in the economy of modern school organization. Industrial education, school hygiene, training in the graphic and musical arts, cultivation of the spirit of universal peace, and the preparation of girls for ideal womanhood, were among the leading topics illuminated by thoughtful addresses. The latter topic received for once something like expert attention, owing no doubt largely to the fact that the San Francisco convention brought forward more women speakers than have ever before occupied a place on the program. In the Declaration of Principles adopted at the closing session there was this significant paragraph:

> The success of woman in the field of higher education during the past generation demonstrated her intellectual quality and placed her on a level with her brother. Up to this time she has been following the traditions of man's education, in many instances of an antiquated type; but the time has now come for a new differentiation. While no essential difference exists in the mental value of the sexes, there exists a difference in the mental and emotional quality and in social function. This association therefore recommends that this difference be recognized in courses of study and methods of training for our girls and young women. Progressive educational principles consistently applied demand that girls as well as boys should be competent in the activities of life, and it is not to be questioned that the activities of man and woman are not identical, but diverse and complementary. In the same measure that we desire to develop the virile qualities of our boys and young men, we must give to our young women the opportunity necessary for attaining to the highest ideal of womanhood.

The most vital challenge heard at the San Francisco gathering was contained in the report on "Articulation of High School and College." In concise and pointed language the committee focused attention upon conditions which are standing in the way of high school development, and pointed out ways for realizing plans for raising secondary education to the highest plane of usefulness. The report forms an excellent epitome of constructive criticism of American high school education and deserves to be taken up by State and local authorities generally for the discussion of its many sound suggestions. A few extracts from this vigorous document will be found on another page of this number.

Whoever it was that slipped into the platform a declaration in favor of admitting Arizona and New Mexico "as separate states without delay," will bear watching at future conventions. The N. E. A. has a broad enough field in education. Let us keep out matters wholly foreign to the association's purpose. Teachers are not expected to supply advice on how to run the universe.

The recommendations that ethical instruction be introduced in the schools, that the safe-

guarding of the health of children be considered a subject of paramount importance, that vocational training and advice be given to pupils in the schools, and the like are the sort that will be accepted as coming from competent authority. Do not let us weaken our position by stray shots at distances.

The guest of honor was Miss Kate Stevens, of London, who won all hearts by her personality and educational message. Her presence and hearty co-operation gave fervor to the discussion of plans for the promotion of universal peace by practical educational organization. The best wishes of her many friends follow her across the sea.

Miss Stevens' excellent address on Industrial Education in London will be published in full in EDUCATIONAL FOUNDATIONS for October.

The N. E. A. adopted this resolution:

The N. E. A. expresses its heartiest recognition of greetings borne to its members by Miss Kate Stevens, of London, from the Teachers' Guild of Great Britain and Ireland, the National Union of Teachers, the London Teachers' Association, and the British Child Study Society.

Recognition of the importance which the Panama-Pacific Exposition of 1915 may have for the education of the American people in matters relating to social progress took the form of a request to the exposition authorities to supply a comprehensive child welfare exhibit.

The Board of Directors was asked to appropriate $3,000 for a committee to inquire into the social and material needs of teachers, more especially the remuneration of teachers as compared with the general increase of the cost of living and the more exacting professional demands.

The finances of the N. E. A. are in excellent condition. Close on to ten thousand dollars were added to the permanent fund, during the year, bringing that fund up to $180,000, all invested, as Secretary Shepard writes, "in bonds and securities of unquestionable character and value." With an interest revenue of about $7,000 and a surplus of $4,000 carried over to the present year, the Council Committee on Investigations and Appropriations has, acting on the advice of Dr. Nicholas Murray Butler, of the former Board of Trustees, asked the Board of Directors to appropriate part of the surplus funds for desirable educational investigations. The appropriations so far amount to $3,200, distributed among committees as follows:

Uniform statistics and reports	$500.00
Articulation of high schools and colleges	300.00
Cosmopolitan high school	300.00
Geometry syllabus for secondary schools	300.00
Conservation of vision of school pupils	500.00
Rural and agricultural education	1,000.00
Economy of time in education	300.00

If the Board of Directors allows the $3,000 asked for in the resolutions at the San Francisco business meeting of active members, the total appropriations for the year will be $6,200.

It is due, no doubt, to the energy and persuasive powers of State Superintendent Fairchild, of Kansas, that his committee has been specially favored. $1,000 is a modest enough sum to devote to so important a subject as rural education. Let us hope that the Board of Directors will see the wisdom of repeating this appropriation several years in succession so that the solutions brought forward by the committee may be brought home to the dwellers in rural communities, who will continue to be the backbone of citizenship in our country.

Supt. Carroll G. Pearse, of Milwaukee, is the new president. Mr. Pearse has given ample proof of backbone and effective leadership, coupled with good business jugdment and administrative ability.

These form the new board of trustees:

State Supt. J. T. Joyner, of North Carolina.
Supt. J. Stanley Brown, of Peoria, Ill.
President Robert J. Aley, of the University of Maine.
Supt. J. M. Greenwood, of Kansas City, Mo.
Supt. Carroll G. Pearse, of Milwaukee, ex-officio as president of the N. E. A.

The control of the executive committee is in the hands of Mr. Pearse, the president; Mrs. Young, the first vice-president, and Miss Katherine D. Blake, the new treasurer of the association.

Mrs. Young's great popularity was amply demonstrated by the enthusiastic reception accorded her wherever she appeared. Moreover, her administration of the office of president was fully endorsed. The election of another woman to the executive committee may well be regarded as additional evidence of the general approval of Mrs. Young's work. Miss Blake has a charming personality. That, no doubt, had much to do with the disappearance of the hesitancy there was at first as to the wisdom of placing the burden of the treasurer's office in the keeping of a woman.

Taken all in all the San Francisco convention was as satisfactory as any held in recent years and more enjoyable than most. What "history" it made had to do purely with changes in the management of the N. E. A.

The attendance was all that could be desired. There were six thousand more members enrolled than at Denver, in 1909, and three thousand more than at Cleveland, in 1908. Tho there were less than at Boston last year, the difference amounted to only nine hundred. Considering the distance of San Francisco from the center of dense population, the record was a most satisfactory one, showing an enrollment of 11,480. Secretary Shepard calculates that the total membership for the present year will be approximately 18,000.

President Pearse has an enviable advantage over some of his predecessors in having back of him an executive committee and board of trustees in sympathy with him. We wish him every success.

Next year the N. E. A. will meet at St. Paul.

Some Noteworthy Changes

On September 1, Dr. William F. Gordy will sever his connection with the schools of Springfield, Mass., to devote himself entirely to the promotion of more efficient ways of teaching United States history, a field in which he has long been a leader. Seven years ago he was elected superintendent, succeeding Dr. Thomas M. Balliet, who had become dean of the New York University School of Pedagogy. Following a man of Dr. Balliet's achievement and renown rendered his task peculiarly difficult, and his marked success in the work is all the more noteworthy.

During Dr. Gordy's seven years of service every department of the school system has made gratifying progress, establishing Springfield's educational fame more firmly than ever. The Technical High School was removed from rented quarters, where the successful experiment had been inaugurated, to its own fireproof building, and the number of pupils increased from 172, in 1904, to 700, in 1911. The addition of a household arts department for girls was a distinct progress, and its popularity led to the formation of classes in domestic science, dressmaking and other household activities in the Evening School of Trades. Applied art was given full encouragement and a vocational school was established and has been in gratifying operation for two years. The commercial department of the high school was organized into a separate High School of Commerce. Manual training was extended thru the primary schools. The courses of study for elementary and high schools were revised in conformity with the best models.

The business administration of the educational department has been conspicuously effective. A thoroly sound economy has made it possible to increase the salaries of teachers about twenty per cent. The greatest care has been exercised in the selection of teachers and the educational force strengthened in every way.

In all these and other improvements Dr. Gordy has stood unwaveringly and steadfastly for the highest educational ideals. His kindly spirit and contagious optimism have won him the love and hearty co-operation of teachers and pupils, and by his faithfulness, his sterling integrity and his expert handling of every situation he has strengthened the confidence of the citizens in the management of the schools. It is but natural, then, that the school committee should have been very reluctant to have him leave, but submitting to the call of the larger duty to which Dr. Gordy felt he must respond, they accepted his resignation with sincere and deep regret.

Springfield was fortunate in securing Supt. J. H. Van Sickle, of Baltimore, as successor of Dr. Gordy. Dr. Van Sickle's educational mettle and administrative capacity have been severely tested under most trying conditions, and the success that has attended his efforts in his former field of labor mark him as a leader of unusual force.

The election of Supt. William M. Davidson, of Omaha, as superintendent of the schools of Washington, D. C., should be a cause for general rejoicing. The schools of the federal capital are of more than ordinary concern to the friends of education in the whole country. Under the wise leadership of Dr. Davidson there is bound to be steady progress. His tactful handling of delicate situations, his warmhearted sympathy with earnest teachers, his modest bearing, his keen discernment of merit, his broad educational view, his genius in winning others for what he believes to be right and desirable, and withal his virile optimism and resourceful helpfulness, make him an ideal superintendent for the schools of the capital.

Supt. Calvin N. Kendall, of Indianapolis, has been appointed Commissioner of Education for New Jersey. He is valued as one of the strongest schoolmen in the country, and the choice of New Jersey is warmly commended.

Many of the older readers, no doubt, remember Dr. Amos M. Kellogg, who was editor-in-chief of THE SCHOOL JOURNAL from 1874 to 1904. He was assisted in his editorial work, from 1880 to 1890, by his daughter, Alice. This daughter, who was also one of the editors of *Treasure Trove*, died on June 14, at the home of her sister, Mrs. Amy Barrington, at New Rochelle, N. Y. Miss Alice Kellogg was a graduate of Mrs. Kraus-Boelte's famous training school for kindergartners and there became impressed with the importance of providing material for maintaining interest in the schoolroom. She prepared a large number of entertainment books, for parents' receptions, patriotic days, Christmas, New Year, Easter, Thanksgiving, Authors' Birthdays, etc. Many of these compilations have been widely used and are still highly valued. In later days she devoted herself extensively to House Building and Furnishing, and her book on the latter subject is one of the best guides in the market. She was a modest, cultivated woman of rare ability and thoughtfulness, pure, loving, lovable, true, untiring in her labors, always doing her best in small matters as well as large. We believe we voice the deep sympathy of our readers with the widowed father and the remaining sister and brothers in their bereavement. Dr. Kellogg, who has rendered great service to the cause of American education, is now living at New Rochelle, and a word from those who still hold him in grateful remembrance would surely be appreciated by him.

Exercises in School Gardening

I—September Plans

By Clarence M. Weed

Starting Geranium Cuttings

There are many phases of school gardening which may be undertaken to great advantage, even in schools which have no special outfit for garden work. The judicious combination of such opportunities as are offered in the school with those afforded by the homes of the pupils may very easily lead to interesting and important results in extending the beneficent work of growing plants. In a few articles I wish to discuss in as simple and practical a way as possible some of the more important of these phases of school garden work.

The school opens in September, shortly before the killing frosts of autumn, and at this time in practically every community there is available for the asking an unlimited supply of geranium slips. These may be obtained from private gardens as well as from public parks. Two or three large geranium plants will furnish a great many cuttings. Even if your schoolroom is not heated at night thru the winter you can readily hope to get a set of cuttings rooted and sent to the homes of the pupils before there is any danger of the plants freezing in the schoolroom. So do not let the common plea that the plants freeze at night prevent you from undertaking this bit of garden work.

STARTING THE INDOOR GARDEN

One of the first requisites for beginning work with this phase of school gardening is some sort of shallow box in which the cuttings may be started. Almost any kind of window boxes will do, altho these are by no means necessary. Such boxes as can be obtained for the asking at any grocery store will answer very well. If the school is provided with a sandtable this will serve the purpose better than almost anything else, as such a table may be utilized to greatest advantage both for starting cuttings and for growing seedlings.

Having the receptacle provided, the next thing is to cover the bottom of it with two or three inches of sand or sandy loam. Where sand alone is used it is desirable to leave the cuttings in only until the roots begin to push out after the callus is formed; but if sandy loam is used the cuttings may be left in longer before transplanting. A good combination is to use about one part sand to one part leaf mold and one part good garden soil. The leaf mold may be obtained from some rich woods by taking the black soil just under the fallen leaves.

Some form of flower pot or similar receptacle is necessary for holding the plants after the roots have started. In most schools the children will be able to furnish the ordinary flower pots for this purpose. These are inexpensive and sometimes it may be desirable for the school to furnish them, altho in general, for school gardening purposes, the less expensive paper flower pots are likely to prove more satisfactory. These paper flower pots are offered in all the seed catalogs and may be purchased from the florist, the smaller sizes costing about thirty cents a hundred, the larger sizes somewhat more. They have the great advantage that they are not easily broken and that the moisture in the soil is not constantly evaporating from the sides of the pot. But if neither of these forms of flower pots are available substitute as many as can be found of discarded tin cans, in the bottom of which holes should be made for drainage, also pounding down the upper rim in such a way that there shall be no sharp edges. If these cans are used it will be desirable to buy a small quantity of dark green paint and paint them on the outside.

GROWING GERANIUMS

Being thus provided with the necessities for the work, you are ready to get your geranium slips. Choosing thick, vigorous branches, cut them off four or five inches from the end, leaving a clean diagonal cut surface. Now plunge them into the sand or sandy soil so that a part of the cut surface will come in contact with the bottom of the box or sandtable. Water thoroly and keep the slip moist thereafter. In the course of two or three weeks the geranium slip will have formed over the cut surface a thick callus, after which new roots will begin to come. When a few of these roots have thus appeared the cutting may be transferred to good loamy soil, having, by preference, some sand and leaf mold in its composition, in a flower pot. Thereafter, all that is necessary is to give the plant ordinary care for it to develop into a thrifty geranium which the pupil may take home.

It will readily be seen that this phase of school gardening may be carried out in almost any grade of school, and it is a pity that it should not become almost a universal practice, as even so simple a series of operations as these will do much to vitalize and make real the work of the school, as well as to extend its influence in the homes of the children.

[The School Gardening Exercises will be continued next month.]

Memory Gems for September

(Saturdays and Sundays omitted.)

SEPTEMBER 1

Talk not of talents; what hast thou to do?
Thy duty, be thy portion five or two.
Talk not of talents; is thy duty done?
Thou hadst sufficient, were they ten or one.
—MONTGOMERY.

SEPTEMBER 4

Words are things of little cost;
Quickly spoken, quickly lost;
We forget them, but they stand,
Witnesses, at God's right hand.
—ANONYMOUS.

SEPTEMBER 5

But truth shall conquer at the last,
For round and round we run,
And ever the right comes uppermost,
And ever is justice done.
—CHARLES MACKAY.

SEPTEMBER 6

He liveth longest, who can tell
Of true things truly done each day.
—BONAR.

SEPTEMBER 7

If you tried, and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.
—PHOEBE CARY.

SEPTEMBER 8

All that you do, do with your might;
Things done by halves are never done right.
—M. A. STODDARD.

SEPTEMBER 11

The world wants men,—true men,—
Who cannot be bought or sold;
Men, who would scorn to violate trust,
Genuine gold.

SEPTEMBER 12

Let us be content to work,
To do the thing we can,
And not presume to fret
Because it's little.
—MRS. BROWNING.

SEPTEMBER 13

What if your lessons should be hard,
Do not give up to sorrow;
For if you bravely work to-day
You'll surely win to-morrow.

SEPTEMBER 14

Boys flying kites haul in their white-winged birds;
You can't do that way when flying words;
Careful with fire is good advice, you know;
Careful with words is ten times doubly so.
—WILL CARLETON.

SEPTEMBER 15

In all earth's places you are right
To chase the best you can,
Provided that you do not try
To crowd some other man.

SEPTEMBER 18

A merry heart goes all the day,
Your sad tires in a mile-a.
—SHAKESPEARE.

SEPTEMBER 19

There's sunlight all the way;—
So never you fear,
Keep a good heart, dear,
For there's sunlight all the way.

SEPTEMBER 20

Human happiness depends mainly on the improvement of small opportunities.—BASFORD.

SEPTEMBER 21

The only way to shine, even in this false world, is to be modest and unassuming.—
—BRYANT

SEPTEMBER 22

But screw your courage to the sticking point, and we'll not fail.
—SHAKESPEARE.

SEPTEMBER 25

Sow good services; sweet remembrances will grow from them.
—MADAME DE STAEL.

SEPTEMBER 26

He who sows courtesy, reaps friendship; and he who plants kindness, gathers love.
—BASIL.

SEPTEMER 27

He who has learned to obey, will know how to command.
—SOLON.

SEPTEMBER 28

Laziness grows on people; it begins in cobwebs and ends in iron chains.
—SIR MATTHEW HALE.

SEPTEMBER 29

The more we do, the more we can do.
—HAZLITT.

September Birthdays

SEPTEMBER 1

1791—Lydia H. Sigourney, American poet and educator, born in Norwich, Conn.

1795—James Gordon Bennett, founder of the *New York Herald* (1835), born in Banffshire, Scotland.

1854—Engelbert Humperdinck, German composer, born in Siegburg, on the Rhine. (Opera "Haensel and Gretel.")

SEPTEMBER 2

1608—John Harvard, founder of Harvard University, born in England. Emigrated to America after being ordained as clergyman. At his death, September 14, 1638, he left a legacy of about $4,000 to endow a college at Cambridge, Mass., which in its development became Harvard University.

1814—Ernst Curtins, German archeologist and historian, born at Lubeck.

1839—Henry George, sociologist, born in Philadelphia.

SEPTEMBER 3

1814—James Joseph Sylvester, British mathematician, born in London.

1849—Sarah Orne Jewett, American author, born in South Berwick, Me.

SEPTEMBER 4

1768—François René Vicomte de Chateaubriand, French statesman and writer, born in St. Malo, Bretagne.

1824—Phebe Cary, author of "One Sweetly Solemn Thought" and other poems and prose writings, born near Cincinnati, Ohio.

SEPTEMBER 5

1585—Cardinal Richelieu (Armand, Jean de R.), French statesman, born in Paris.

1733—Wieland (Christopher, Martin W.), German poet, born in Wurtemberg.

1766—John Dalton, author of the "Atomic Theory" in chemistry, born in Cockermouth, England.

1791 — Giacomo Meyerbeer, composer of "The Huguenots," "The Prophet" and other operas, born in Berlin.

1815—Karl Wilhelm, composer of "Die Wacht am Rhein," born in Schmalkalden.

1835—John Carlisle, Speaker of the House of Representatives for the Forty-eighth to the Fiftieth Congresses, member of President Cleveland's Cabinet, born in Campbell County, Kentucky.

1905—Russo-Japanese peace compact signed at Portsmouth, N. H.

SEPTEMBER 6

1729—Moses Mendelssohn, German philosopher, born in Dessau.

1757—General Lafayette (Marie Paul Jean Roche Yves Motier de la Fayette), French statesman and patriot, whose service to the cause of the American Revolution is recorded in United States history for all time, born in Auvergne.

1805—Horatio Greenough, American sculptor, whose colossal statue of Washington stands in front of the Federal Capitol, born in Boston.

1819—William L. Rosecrans, American general in the Northern army during the Civil War, born in Kingston, Ohio.

SEPTEMBER 7

1533—Queen Elizabeth, of England, daughter of Henry VIII and Anne Boleyn, born in Greenwich.

1707—Buffon (George Louis B.), French naturalist and philosopher, born in Burgundy. "Le style est l'homme."

1831—Victorien Sardou, French dramatist, born in Paris.

SEPTEMBER 8

1474—Lodovico Ariosto, Italian poet, born at Reggio, near Modena.

1841—Anton Dvorák, Bohemian composer, born in Muhlhausen, Bohemia.

SEPTEMBER 9

1712—Edmund Pendleton, American statesman and jurist, born in Virginia.

1828—Count Tolstoi (Leo), Russian novelist and social reformer, born at Jasnaja-Polyana.

SEPTEMBER 10

1771—Mungo Park, African explorer, born near Selkirk, Scotland.

SEPTEMBER 11

1700—James Thomson, Scottish poet, author of "The Seasons," born in Roxburgshire, Scotland.

1723—Johann Bernhard Basedow, educational reformer, born in Hamburg, Germany. (Founder of the Philanthropin at Dessau, the first non-sectarian school for children.)

SEPTEMBER 12

1812—Richard March Hoe, American inventor (Hoe printing presses), born in New York.

1818—Richard Jordan Gatling, American inventor (Gatling repeating gun), born in North Carolina.

1829—Charles Dudley Warner, American author and humorist, born at Plainfield, Mass.

SEPTEMBER 13

1739—Andrew Pickens, American general in the Revolution, born in Pennsylvania.

1819—Clara Schumann, piano virtuoso and most eminent woman composer, born in Leipzig.

SEPTEMBER 14

1760—Luigi Cherubini, Italian composer, born in Florence.

1769—Alexander von Humboldt, German scientist and traveler, born in Berlin.

SEPTEMBER 16

1796—William Augustus Muhlenberg, American poet and philanthropist. ("I would not live alway.")

1823—Francis Parkman, Jr., American historian.

1426—Hubert van Eyck, Flemish painter, born in Ghent.

SEPTEMBER 18

1709—Samuel Johnson, English author and encyclopedist, born at Litchfield. ("Rasselas," "Dictionary of the English Language.")

1733 — George Reade, American patriot, signer of the "Declaration of Independence," born in Maryland.

1763—Oliver Holden, American composer, born at Shirley, Mass. ("Coronation" hymn.)

1827—John Townsend Trowbridge, American novelist and writer of juveniles, born at Ogden, N. Y.

SEPTEMBER 19

1779—Lord Henry Brougham, British orator, statesman and writer, born in Edinburgh.

1802—Ludwig Kossuth, Hungarian patriot, born in Monok, Zemplin.

SEPTEMBER 20

1780—Robert Emmet, Irish patriot, orator and writer, born in Cork.

1833—David Ross Locke ("Petroleum V. Nasby"), American satirist, born in Broome County, N. Y.

1452—Girolamo Savonarola, Italian reformer, born in Ferrara.

1737—Francis Hopkinson, American patriot and humorist, signer of the "Declaration of Independence," born in Philadelphia.

1757—John London Macadam, Scottish engineer, inventor of the Macadam system of road-making, born at Ayre, Scotland.

SEPTEMBER 22

1694—Philip Dormer Stanhope, Earl of Chesterfield, English statesman and wit, born in London. Oracle of taste and etiquette ("Chesterfieldian manners").

1791—Michael Faraday, English scientist, was born near London. (Discoveries in electricity and electro-magnetism).

SEPTEMBER 23

63 B.C.—(Cæsar) Augustus, first emperor of Rome, born near Rome. (Birth of Jesus, under his rule.)

1763—Jane Taylor, English writer for children, born in London.

1791—Theodor Koerner, German patriot and poet, born in Dresden.

1812—Samuel Smiles, English writer, born in Haddington, Scotland.

SEPTEMBER 24

1755—John Marshall, American jurist and statesman, born at Germantown, Va. (For thirty-four years Chief Justice of the U. S. Supreme Court.)

1784—Zachary Taylor, "Old Rough and Ready," successful general in the Mexican War and President of the United States, born in Virginia.

1789—Richard Henry Wilde, American orator and writer, born in Dublin, Ireland.

SEPTEMBER 25

1789—James Fenimore Cooper, American writer. ("Leather Stocking Tales," "Last of the Mohicans"), born in Burlington, N. J. Died at Cooperstown, on Otsego Lake, Sept. 14, 1851.

1794—Felicia Dorothea Hemans, English poet, born in Liverpool.

SEPTEMBER 27

1722—Samuel Adams, American patriot and orator, signer of the "Declaration of Independence," born in Boston.

SEPTEMBER 28

1792—George Cruikshank, English caricaturist, born in London.

1803—Prosper Mérimée, French poet, born in Paris. Died at Cannes, Sept. 23, 1870.

1807—Arnold Henry Guyot, geographer and teacher, born in Switzerland.

1823 — Sara Clarke Lippincott ("Grace Greenwood"), American writer, born in Onondaga County, N. Y.

1839—Frances E. Willard, educator, writer, and social reformer, born near Rochester, N. Y. (President of the Women's Christian Temperance Union.)

SEPTEMBER 29

1758—Horatio Nelson, British naval hero, born in Norfolk, England. (Battle of Trafalgar. "England expects every man to do his duty.")

SEPTEMBER 30

1751—Richard Brinsley Sheridan, English poet and statesman, born in Dublin.

Crown Princess Margaret of Sweden with her Children

Study Outlines of South America

By EMILIE O. JACOBS, Supervising Principal, Philadelphia

Map Study.

The relation of South America to each other grand division.

1. Comparative size.
2. How approached from each other grand division.
   a. Direction.
   b. Ocean and R. R. routes (land and water crossed).
   c. Some important ports of entry (position only).
   d. Boundaries.

TOPICS

1. A Coffee Plantation of Brazil.
2. The Amazon River Valley.
3. The Para Rubber Industry.
4. The Andes Mountains.
5. The Nitrate Desert and the Guano Islands.
6. The Industries of the Pampas.
7. The Orinoco River Valley.
8. The Chocolate Industry of Ecuador, Colombia and Venezuela.

1. A Coffee Plantation

Carpenter's, S. A.; pages 257, 267, 275.
King, 164, 177, 178. Dodge. Tarr & Murray.
Chamberlain, "How We Are Fed."
Carpenter; "Foods and Their Uses."
Morris; "Industrial and Commercial Geography."

Geographical data to be studied.

Brazil; Zones; Equator; Tropic of Capricorn; Climate; Brazilian System and Plateau; Atlantic Ocean; Production of Coffee; Rio Janeiro, Bahia, Pernambuco; Republican government; Cape St. Roque.

LESSON I.

A Trip to a Plantation.

1. Scenery on Approach.
   a. Railroad.
   b. Plains, grass.
   c. Trees—Palms, bananas, lemons, oranges.
   d. Soil.
2. Climate.
   a. Equator and Tropic.
   b. Mountains.
   d. Dry and wet season.
   e. Semi-tropical, not too warm, no frost.
3. Extent.
   a. Brazil, two-thirds coffee of the world.
   b. Millions of people drink it.
   c. Largest plantations have 5,000,000 trees.
   d. R. R. thru plantation.
4. Appearance.
   a. Bushes or trees in rows.
   b. Workmen.
   c. Buildings.

(Rio Janeiro, Brazilian Mountains.)

LESSON II.

Process of Preparation.

1. Cherry or berry.
   a. Color.
   b. Texture.
   c. Pulp.
   d. Seeds, two skins.
2. Sowing.
   a. Sprouting in nurseries.
   b. Transplanting,—basin of earth.
   c. Protection from sun.
3. Growth.
   a. Hoeing and care for four years before bearing.
   b. Season of blossoming and fruiting.
   c. Duration of crops,—thirty years.
   d. Amount per year, also per bush.
4. Picking.
   a. People, 5,000 on plantation.
   b. Baskets.
   c. Cars.
   d. Buildings, homes and factories.
5. Processes.
   a. Squashing.
   b. Separating.
   c. Scouring.
   d. Drying.
   e. Skinning.
   f. Grading.
   g. Exportation.
   h. Roasting.
6. Shipment and Exportation.
   Bahia, Pernambuco.
7. Roasting.

LESSON III.

Rio Janeiro.

1. Harbor.
   a. Shape.
   b. Extent, could hold all the ships of the world.
   c. View, curious mountains, islands, forts.
   d. City, red and white.
2. History.
   a. Age.
   b. Discovery.
   c. Meaning of name.
3. City.
   a. Wharves.
   b. Coffee section.
   c. Streets, houses.
   d. Stores, wealth.
   e. Parks.
   f. Language (Portuguese).

(Santos exports more coffee than any other port in the world.)

LESSON IV.

Written Test.

1. In what parts of Brazil is coffee grown?
2. Where are the largest plantations? Why?
3. What must be removed from the berry before the bean is roasted?
4. What do fresh coffee berries look like?
5. Describe a full-grown coffee tree.
6. How old before it produces good coffee?
7. Locate the best-known port of export for coffee. (Santos exports most coffee.)
8. Locate two other coffee ports.
9. Name and locate the mountains of Brazil.
10. In what zone is Brazil?

Development of Steam Navigation

By JACQUES W. REDWAY, F.R.G.S.

War is usually regarded as the chief torment of human life, and perhaps rightly so. Nevertheless, a period of war is almost always a period of most intense intellectual activity and mental growth. The War of 1812, which gave commercial independence to the United States, was no exception. The close of the war, therefore, was followed by an unparalleled commercial development. It is safe to assume, therefore, that this unpleasantness with our mother country hastened the development of steam navigation by nearly a score of years.

It is doubtful if the pioneers in steamboat navigation ever considered seriously the problems of deep-sea sailing; and so long as our commercial relations with foreign powers were such as to leave us at their mercy it was hardly to be expected that business men would invest money in such a risky undertaking. The War of 1812 put an end to the risks of foreign commerce, and the return of peace was the beginning of great things.

Very soon after the close of the war the *Fulton* was withdrawn from the Hudson River and placed on Long Island Sound, between New York and New Haven. The first three or four months of her experience showed that, even with her low freeboard, she could make good headway against any sort of weather conditions in Long Island Sound. The slap of even the most vicious waves did not affect her.

A year or two later the *Washington* steamed out of New York Bay, her bow pointed for Norfolk. Doubting Thomases by the thousand predicted that she would reach Davy Jones's locker instead of Norfolk; and the wicked bet with the scoffers. Fifty hours from the time she left Sandy Hook her keel was plowing the waters of Norfolk Harbor. A month later the *Eagle*, a very frail craft, went under her own power to Baltimore. Coast service between Charleston and Savannah was begun in 1816, and a steamship was built for a trip to Russia. It is only fair to say, however, that she never got beyond New London; as a matter of fact, she became a regular boat between New York and New London.

The steamship *Savannah* was launched at New York City. She was built by Francis Ficket; her engines were constructed and installed by Stephen Vail, of Morristown, N. J. She was about the size of an ordinary tug and had about the carrying capacity of such a boat. As vessels are now rated, the *Savannah* measured about three hundred tons' displacement. She was a steamship by courtesy only; for her paddle-wheels were unshipped and taken on deck whenever there was wind enough to make good headway. Her sails were regarded as her chief propelling power, and she was full-rigged.

The *Savannah* left her dock at the city after which she was named May 25, 1819, under the command of Captain Moses Rogers. When she was sighted off the Irish coast it was thought that she was on fire, and the royal cutter *Kite* was sent to her assistance. The *Savannah* reached Liverpool in twenty-six days, eighteen of which she was under steam. From Liverpool she proceeded to St. Petersburg; from that port she returned to Savannah. It is said that the vessel brought back copies of a pamphlet which had been written to prove that a steam voyage across the ocean was an impossibility.

From that time trans-ocean voyages were occasional but not frequent. The *Enterprise*, an English steamship, made the trip from London to Calcutta; the *Aaron Manby*, an iron vessel, was constructed by the Hoesley Iron Works and put in commission about the same time. The *Royal William* crossed to Quebec in 1831. At best, however, these vessels were experiments only, and their success was not far removed from failure. The engines were not only ill-adapted for the work, but they lacked the necessary power. The *Comet's* engines were about forty horsepower each; the large steamships to-day are equipped with engines nearly two thousand times as powerful. Most of the engines at first employed were of the walking beam type; and altho these are still much used for quiet waters, they were far from serviceable for heavy ocean weather. A crank shaft forged in one piece, connecting the paddle-wheels, quickly came into use; nevertheless the walking beam type continued to be employed.

A long and slow piston stroke was necessary, because the paddle-wheels could not make much more than six or eight revolutions a minute; hence a large cylinder and low pressure of steam were required. The condenser was quickly brought into service and served two purposes; it was easier to condense the steam than to force it thru a long exhaust pipe, and as fresh water is not obtainable at sea the water could be used over and over.

From the very first the propeller set astern and fitted to a longitudinal crank shaft was a competitor of the paddle-wheels. There seemed no doubt about its superiority so far as usefulness is concerned. It lacked one thing—a suitable engine to drive it; indeed, the science of marine engines needed to be revolutionized before the propeller could be made efficient.

The Great Western Steamship Company was the first organized effort to put the ocean steamship into operation for line service. The company was inaugurated in 1836, and the keel of the *Great Western* was immediately laid at Bristol, England. The steamship was put into commission, and a year later made her first

voyage from Bristol to New York in eighteen days and a few hours. Her sister ship, the *Sirius*, was put into service about the same time. They were considered large ships in their time; nevertheless, they were less than fifteen hundred tons each. Both vessels were dismantled and broken up after twenty years of service.

The Peninsular Steamship Company was formed in 1837, and designed for service to Eastern ports. The Cunard Line was formed about 1839, and the first vessel, the *Britannia*, clipped four days from the record on her maiden trip. Her time was fourteen days and eight hours, or about ten days longer than the *Mauretania's* best time.

In the meantime, the routes of the various steamship companies began to take their present form. Those that became great trade routes were almost wholly east and west lines. For a time British interests controlled most of them, because British foreign commerce surpassed that of any other nation. The routes lay westwardly to American ports, and eastwardly to India, China and Australia. It is safe to say that the steamship became the great factor in enabling Great Britain to hold her colonies. As her foreign commerce grew, because of the quicker service to her colonies, her manufacturies at home increased by leaps and bounds.

In 1849 the Collins Line, the first American company in transatlantic service, was formed. The company was never wholly upon its feet, however, and its short life depended upon the subsidy it received from the United States Treasury. Four vessels, the *Arctic, Baltic, Atlantic,* and *Pacific,* made up the fleet. They were good vessels for the time, and their popularity was largely due to the plan of keeping the passengers pretty liberally supplied with eatables all the day. "Passengers don't grumble when they are eating," was the slogan of the company. The line was never a money-maker and the loss of the *Pacific,* in 1859, with two hundred and forty passengers, was a blow from which the company could not recover. The company abandoned the service shortly afterwards.

During the twenty years ending about 1870, many of the principal Atlantic lines were organized; among them the Inman, 1850; the Hamburg-American and the Anchor, in 1856; the North German Lloyd, 1857; the French Line, 1862; the Guion, 1864; and the White Star, 1870. The White Star steamships became popular from the fact that the staterooms were placed amidships instead of aft, where the pitching and rolling of the ships are greatest. In some of the ships of the Inman Line the berths were hung on gimbals, so as to remain horizontal no matter what the motion of the ship might be. This sop to the passenger who dreaded seasickness netted the company a good deal of profit, for the occupant of the berth was mulcted a guinea before the apparatus permitting it to swing was unlocked.

Of all the vessels ever built the *Great Eastern* was the only one to divide notoriety evenly with Noah's Ark. But while the latter served a most useful purpose with success, the former was a Jonah to all concerned with her. The *Great Eastern* was not only larger than the ark, but she was larger than any other vessel that had existed up to the end of the nineteenth century; she was 692 feet over all, 83 feet and 28 feet in draught. By comparison the *Mauretania* is one hundred feet longer, five feet broader and thirty-two feet deeper. Because of her increased depth the *Mauretania* is about two and one-half times greater in gross tonnage. Her propelling power consisted of paddle-wheels and a screw. Her engines aggregated about 3,500 horsepower; those of the *Mauretania* are about 45,000 horsepower.

The *Great Eastern* was designed for trade with India and Australia, but she never made a trip to a port of either country. Instead, she made her first trip to New York, and altho she carried a pretty full cargo, her round trip netted a considerable loss. Her furnaces had a most voracious appetite for coal, and her six masts with square sails required a large crew; inasmuch as she was a ten-day ship, she gained nothing in time over other liners.

Her mission, however unintentional to her builders, was a most important one, namely, to lay submarine cables. For this purpose she proved the only successful vessel built at that time. She laid the Atlantic cable of 1864 and that of 1866. Then she was again chartered as a passenger steamship and bankrupted the company. For the next five or six years she was used for laying submarine cables, and when no longer needed for this purpose she was converted into a coal barge. A few years ago she was broken up and sold as junk. The chief fault in the *Great Eastern* lay in the construction of her engines. With modern-built engines of triple expansion type she would have made a fairly good freighter, in spite of her shallow depth.

Since 1870, the advance in deep-sea sailing has been due chiefly to improvements in marine engines. The twin screw has superseded the single screw for large and swift liners. Contrary to general notions, twin screws give a vessel but little additional advantage in speed or in power. The gain is almost wholly in safety. With twin screws a vessel may be steered quite as accurately without a rudder as with one. The breaking of a rudder in mid-ocean is, therefore, no longer a serious disaster. Moreover, should the shaft of a single screw steamship snap, and the screw be lost, the vessel is at the mercy of the sea. With a vessel of the twin screw type, on the contrary, the loss of a screw or the disabling of an engine is scarcely more than an irritating accident; the vessel is rarely delayed more than a day by such an accident.

With twin screws the masts for carrying

sails have almost wholly disappeared from the modern steamships. A few ships carry enough sail to keep the head to the wind, but many have no sails at all. The short masts usually stretch the "spiders" of the wireless telegraph, while the booms carry not a fore-and-aft rigging, but tackle to facilitate quick loading and unloading.

The earlier forms of marine engines were of the type commonly known as "low-pressure" engines. In some steamships the cylinder was eight feet in diameter and the piston stroke was twelve feet. These engines used steam, usually about thirty-two pounds. Their ponderous mechanism took up a large part of the centre of the ship; moreover, high speed was out of the question. The invention and application of the triple-expansion engine was a great step in advance; indeed, the turbine engine has been its only competitor. The principle of the double, triple and quadruple expansion is not difficult to understand.

In an ordinary steam engine, when the stroke is completed, the steam which has pushed the piston head to the end of the cylinder is "exhausted," or released into the air. Now, at the moment of exhaustion the steam is still under great pressure, but it does no more work because it goes off into the air. In the triple expansion engine, however, the steam from the first cylinder exhausts into the second when the piston of the latter is nearly at its greatest leverage against the crank shaft; and when the steam in the second cylinder has pushed its crank nearly to the dead point it exhausts into a third cylinder whose crank is just ready for its maximum work. The first cylinder is comparatively small; the second is larger; the third is much larger still, the size in each case being graduated to the pressure.

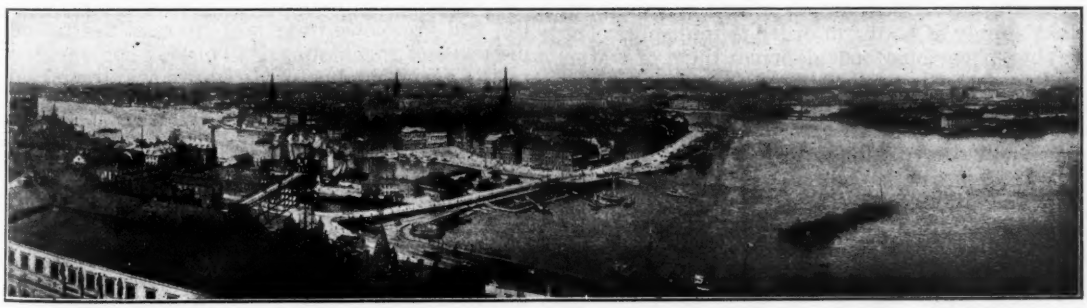
This type of engine for marine work quickly superseded all others, inasmuch as it not only gave a much higher speed with the same consumption of coal, but it also kept an even strain on the screws and shaft, thereby greatly reducing the breakage of crank shaft.

The turbine engine is still an experiment, but it seems to be superseding the triple-expansion type of engine on all large liners. In principle it does not differ from the turbine water-wheel —that is, the "buckets," or paddles, are attached to the shaft and the steam as it is admitted forces them around and around. In the ordinary type of engine, the piston must come to a dead stop twice in every revolution of the fly-wheel; in the turbine engine, the motion is all progressive. This feature has added materially to the speed of the great liners, and has done away with much of the pounding and vibration as noticeable in high-speed engines.

The largest liners are those plying between New York and European ports. Twenty-five years ago there were scarcely a half-dozen of them 8,000 tons gross displacement; at the present time there are nearly one hundred whose displacement exceeds 10,000 tons. The gross tonnage of the *Mauretania* and *Lusitania*, of the Cunard Line, are 45,000; that of the *Titanic* and *Olympic*, of the White Star Line, are also 45,000. The two first named have an indicated horsepower of 70,000; the last named 50,000; they are built for comfort and carrying capacity and not for speed. The two Cunard ships burn one thousand tons of coal each per full day; the two White Star liners, seven hundred tons each. The ships of the size and type of the largest liners consume about five or six hundred tons each daily; those of the *Etruria* type, about three hundred and fifty tons each.

The writer was once a passenger on the *City of Berlin*, of the Inman Line. Many of those aboard were grouchy because about everything in sight passed her. Nevertheless, the *City of Berlin*, now no longer in commission, was a record-breaker as late as 1875. Her official time was seven days and sixteen hours. A few years ago a noted shipbuilder predicted that five days would be the minimum time of the future ocean greyhound; yet only a year ago the *Mauretania* made the passage in a few minutes less than four days and eleven hours.

Steamships of the size and equipment of the *Deutschland* and *Empress Augusta Victoria*, Hamburg-American, cost about $3,500,000; the *Mauretania* and her sister ship cost each twice as much. It is apparent, therefore, that not only are the operating expenses enormously greater, but that the fixed charges, or interest on the investment, are twice as great.



Panoramic View of the City of Stockholm, Sweden
Photograph taken from the Water Tower, above Katarinahissen, by Oscar Ellquist.

Industrial Nature Study

By Frank Owen Payne

The following tables are offered as a continuation of the work of a similar character in The School Journal of April and May last.

For the benefit of any who may not have seen those articles, it will not be out of place to state that these tabular outlines are not intended to be memorized. They are rather designed to serve as a means of presenting certain series of related lessons, of connecting these lessons in a most natural and logical way, and of putting them before a class as a scheme for reviews.

Their correlation with work in geography is easily seen.

It is hoped that these outlines will also impress upon the pupils something of the vastness and importance of the various substances presented and stimulate them to learn more about the great industries which characterize our modern life.

TABLE V—Food Preservation

1. Cold storage.
2. Drying.
3. Smoking.
4. Use of sugar.
5. Use of common salt.
6. Use of saltpetre.
7. Use of alcohol.
8. Use of vinegar.
9. Use of charcoal.
10. Use of spices.
11. Canning.
12. Sterilizing.
13. Chemical preservation.

TABLE VI—Fish and Fish Products

1. Foods:
   - Fresh fish (all kinds).
   - Salted (mackerel, cod).
   - Smoked (herring, sturgeon).
   - Tinned (salmon, sardines).
   - Kippered (herring).
   - Desiccated (cod).
   - Roe
     - (a) (shad, fresh).
     - (b) (caviar, prepared sturgeon).
2. Oils: food, lubricants, tanning, and medicine (cod liver oil).
3. Glue.
4. Isinglass.
5. Leather (ornamental).
6. Bones:
   - Needles and fish-hooks.
   - China cement.
   - Fertilizers.
7. Fertilizer:
   - Waste from canneries.
   - Waste from oil extraction.
   - Dead fish thrown on land.
   - Fossil fishes (phosphate).

Explanation of Table V

1. *Cold Storage:* Bacteria require a certain temperature for their best development. Hence cold temperatures are not conducive to their multiplication. For this reason cold storage has become a necessity of modern life. The refrigerator in every house, the "spring house" on almost every farm, artificial ice plants, and cold storage establishments are all illustrations of this important fact.

Examples of this are also seen in the preservation of extinct animals for perhaps millions of years in the frozen tundras of Siberia.

2. *Drying:* Decay germs must have an abundant supply of water in order to multiply. The drying of various foods deprives them of water, and so decay is prevented. In the dry regions of the southwestern United States, meats are hung up in the open air, where they dry out and will keep indefinitely. Such so-called "jerked" meat is a common article in Arizona and New Mexico. Desiccated codfish, cocoanut, dried beef, dried apples, and evaporated fruits are examples of foods preserved in this way.

3. *Smoking:* Wood, in burning, gives off many substances which are known as products of destructive distillation. Creosote is one of these products which is poisonous. In small quantities it is not injurious to man, but it is an effective germicide. Hence meats, if smoked, become impregnated with creosote and thus decay is prevented. Some meat men rub creosote upon the hams, bacon, etc., instead of smoking them. This is not the best way, since the creosote does not penetrate uniformly and the flesh about the bone is often not affected. Creosote is also used to protect shingles, fence posts and siding from decay.

4. *Sugar:* "Preserves," "candied fruits," jellies and jams owe their keeping qualities to the presence of much sugar. This is probably due to the fact that bacteria require water and so are not able to thrive in a saturated solution of sugar.

5. *Salt:* Brine or strong salt solution is used for preparation of salt pork, "corned beef" and most kinds of "pickles." Bacteria do not multiply very readily in salt solutions and not at all if such solutions are strong.

6. *Saltpetre:* Is used very sparingly as a preservative of foods. In company with common salt, sugar and smoking, it is used in the

curing of hams, shoulders and bacon. Indeed, most "dried meats" are first soaked in a brine containing common salt, saltpetre and sugar before they are smoked and dried.

7. *Alcohol:* In the preservation of foods, alcohol is never employed; but several alcoholic liquors are used in making certain articles of food. "Brandied peaches," "brandied cherries," "brandy cheese," and the use of various liquors in "mincemeat" are well-known instances. Their use, however, is much less frequent now than it was formerly, on account of their harmful effect.

8. *Vinegar:* In making pickles and various relishes, vinegar holds a very important place. It is also used to preserve certain meats, such as tripe, pig's feet, etc.

9. *Charcoal:* On account of its absorbent and deodorant properties, charcoal is much used. Meats which are beginning to putrefy are often covered with a considerable quantity of fresh charcoal. All bad odors will speedily disappear. The use of charcoal in this way cannot be commended, since foods which have begun to putrefy are not suitable for food. The same property of charcoal makes it useful in checking decay of timbers which are to be buried in the ground. Hence fence-posts, telegraph poles, etc., are often charred before being set in the soil.

10. *Spices:* The value of spices is seen in their use in pickles, preserves and potted meats. Cloves are particularly good. Oil of cloves is used in paste to prevent molding. Spices were formerly much used in embalming the dead, as is seen on examination of Egyptian mummies and in many allusions in ancient books.

11. *Canning:* The canning industry depends on two things, (1) killing of germs which may be on the food, and (2) exclusion of the air which may contain other germs.

Thus the fruit, fish or other meat which is to be preserved is first heated scalding hot, to kill any germs of decay which may be present and the cans are then quickly sealed while hot in order that no more germs can enter.

12. *Sterilizing:* Milk is sterilized by heating to a temperature which will kill disease germs and then cooling and closing to prevent any other germs from entering. Every precaution is taken in milking the cows, cleansing the cans, handling the milk, washing the bottles, filling and closing them.

Drinking water is sterilized by boiling it for ten or fifteen minutes.

13. *Chemical Preservations:* There are a great many chemical substances which are used as food preservatives. Some of these are harmless when taken in small quantities. Others are harmful and laws have been enacted to prohibit their use. The "Pure Food and Drug Act" requires that every package shall state plainly what is used in each preparation. The principal chemical preservatives are borax, boric acid, salicylic acid, benzoic acid, sodium benzoate, formaldehyde, sodium, sulfite, sulfur oxide and creosote.

Salicylic acid is used to prevent milk from souring. Sodium benzoate is used in mincemeats, ketchups, etc. Formaldehyde is employed to keep fish, meats, and milk. Sulfur oxide is used to prevent cider from changing to vinegar. If food products are carefully prepared and properly sealed, chemical preservatives are not necessary and all foods containing them should be avoided.

Explanation of Table VI

1. *Foods:* The preparation of fish for food is carried on chiefly in localities where fishing is the principal occupation. Thus cod is prepared from New England to New Foundland, herring are prepared in Scandinavia and other countries which border the North Atlantic coasts of Europe, and salmon is most extensively produced along the Pacific coast of America from the Columbia River to Alaska.

2. *Oils:* Fish oils have been used for fuel, food, and lubricating by people in all ages. Their use in tanning certain kinds of leather is extensive, since they render the leather waterproof and flexible. Cod liver oil is extracted from the livers of that fish. It is a well-known remedy for consumption and other lung troubles.

3. *Glue:* Fish glue is obtained by boiling or steaming the bones, skins and entrails of fishes. It is clear and very adhesive. It is used as a liquid glue and very pure preparations are used for gummed labels and postage stamps.

4. *Isinglass:* Genuine isinglass is extracted from fish air bladders. It is used in medicine and in various preparations. So-called "isinglass" of stove windows is not an animal product at all, but mica or Muskovite, a mineral.

5. *Leather* has been made of fish skins. It is very beautiful in texture and marking and is used mostly for ornamental purposes such as the manufacture of belts, purses, etc.

6. *Bones:* Primitive man used fish bones for needles and for fish-hooks. China cement is made of pulverized fish bones mixed with a portion of fish glue.

7. *Fertilizer:* On account of the great amount of phosphates contained in fish, they form an excellent fertilizer. The Indians used to place a small fish in the soil with a few grains of corn when they planted that crop. The phosphate beds of the Carolinas owe their richness to the presence of fossil remains of ancient fishes.

A Study of Corn

The term *cereals* seems to cover all plants whose seeds furnish the chief breadstuffs of the world. The name is, of course, derived from Ceres, the Roman goddess, who taught mankind the use and cultivation of the bread plants.

Curiously enough, the word *corn* is applied to each one of them, varying in meaning with different people and in different countries.

Rice is the corn of China and Japan; rye of Northern Europe; oats of Scotland, and wheat of England. Ruth gleaned ears of corn in the barley fields of Boaz, while in Pharaoh's wonderful dream, the seven good ears of corn devouring the seven thin and blasted ones, were probably ears of wheat. In our own country, by an ear of corn, we mean an ear of maize, our national grain.

[This name is believed to be derived from mahiz, the name given to it by the natives of the islands first discovered by Columbus. Early explorers found it worshipped as a divinity in Peru, and the Nahaus of early Mexico sacrificed the first fruits of their corn harvest to Centoatl, the goddess of Maize.]

The Indians in the vicinity of Plymouth taught Pilgrims its use and cultivation, and it was by them deemed of such vast importance, that at their first Thanksgiving feast, five kernels of it were placed beside the plate of each guest.

The plant belongs to a genus of grasses, and is characterized by (monœcious) flowers having stamens and pistils on different flowers on the same plant.

It is a native of America, altho not now found here in a wild state. There are some grounds for believing that it may also have been known and cultivated in some parts of Asia, long before the days of Columbus.

MATERIALS FOR ILLUSTRATING THE LESSON

Procure, if possible, the entire plant, roots, stalk, leaves and fruit.

If in the city, many of the marketmen, or the milkmen, will, doubtless, be glad to furnish this together with ears of husked and unhusked corn.

Samples of meal, hominy or samp, popped corn, starch, etc., may also be provided.

Put these samples into small glass jars.

The husked and unhusked ears, silk, blossoms, leaves, etc., may be fastened to a sheet of cardboard, (glued or sewed), forming a chart for reference.

POINTS TO BE NOTED

Roots, Stalk, Leaves, Flowers, Fruit

Questions.—Where does the corn grow? What kind of soil does it like best? How is it planted?

(Tell the children how the Indians prepared the ground by burying dead fish in it for fertilizers, and then with sharp sticks, making holes, into which they dropped the kernels of corn.)

The Roots

Are they few or many? Tough or brittle? Long or short? (When there is lack of water, corn plants sometimes extend their roots far down into moister soil.)

Note the tiny rootlets that spring from the stalk, just above the surface of the ground. What is their use? How do they hold the stalk in place?

The Stalk

What is the shape of the stalk? Of what is it made? Is it hollow, or solid? (Show them a cross section, and let them note the string-like threads arranged so as to form a tube.)

In what way does this form add to the strength of the stalk?

What is inside the tube? You may call this spongy core the pith.

Is the stalk made up of one long tube, or several short ones? Of what use are these joints or nodes? How do they strengthen the stalk? (Tell the children builders have learned that long, tubular columns are in danger of collapsing, and these solid joints prevent this by acting as partitions, making the stalk consist of several short tubes, instead of one long one. These little joints have another use, also. In hot weather we sometimes hear people say they "can see the corn grow," meaning that it grows very, very fast. Now the reason for this rapid growth is, that in each joint the plant has stored a quantity of sap, and until this is all used the stalk grows from each of these several nodes, instead of from one place, like an ordinary plant.)

How tall have the stalks been known to grow?

(Under favorable circumstances, to more than 20 feet.)

Examine the Leaves

How do they first appear? Just at first, each little leaf is like a green tube, but as it unrolls it shows a second one inside this tube, and so on, each younger leaf being infolded in the one next older.

How are the leaves attached to the stalk? Show them (with the whole plant) how the whole leaf never quite unrolls, but the lower part forms a sort of tubular sheath about the stem.

Note the wavy effect of the outline. This is caused by the outer edges growing faster than the middle portions.

How do the young leaves feel? The old ones? How are they veined?

Examine the Flowers

How many kinds do you find? Where are the staminate blossoms situated? The pistillate blossoms? Tell them about the tiny blos-

Corn Plant.

soms wrapped in the green leaves we call husks and if possible, cut a young ear thru the middle that they may see the silken threads which are really the styles, leading to each little ovule, or seed. How does the pollen from the staminate blossom at the culm, or top of the stalk, reach the ovule?

Show them how the sheath which holds the little blossoms with their silky styles, projects from the stalk in such a way that the pollen falls upon the stigmas at the end of the silks in such, and are thus carried to the ovule, within the sheath or husk.

Perhaps you have seen an ear of corn where some of the kernels appeared dry or withered. Wherever you see such kernels, you may know that when the tassels at the top shook down their pollen, the styles leading to these kernels failed to get some of it upon their stigmas, and for the want of this pollen dust, the ovule withered away.

What is the Shape of the Ears of Corn?

Are they long or short? How many do you generally find on one plant? How are they protected from animals and the weather? What name do we give this protective covering?

Examine the Kernels

How are they arranged? What is the name of their wood-like, chaffy receptacle? What is the color of the unripe corn? Color of ripe corn? (Sometimes the kernels are red, black or cream, instead of yellow.)

Do we eat unripe corn? What use do we make of ripe corn? (A part is used for seed, and great quantities are fed to cattle and poultry. Some of it is parched or popped, some made into meal-hominy, starch and a kind of sugar used by confectioners.)

Oil for dressing wool and oiling machinery is extracted from it, and a great deal of whisky and alcohol is also made from the grains.

How are other parts of the plant used?

Sometimes the cobs are used for fuel and when this is done a good deal of potash is made from the ashes. The leaves and stalks are fed to cattle, or made into paper and various woven fabrics, while the husks are made into mats, or used for stuffing cushions, mattresses, saddles, and sometimes as coverings for cigarettes.

LITERATURE FOR THE LESSON

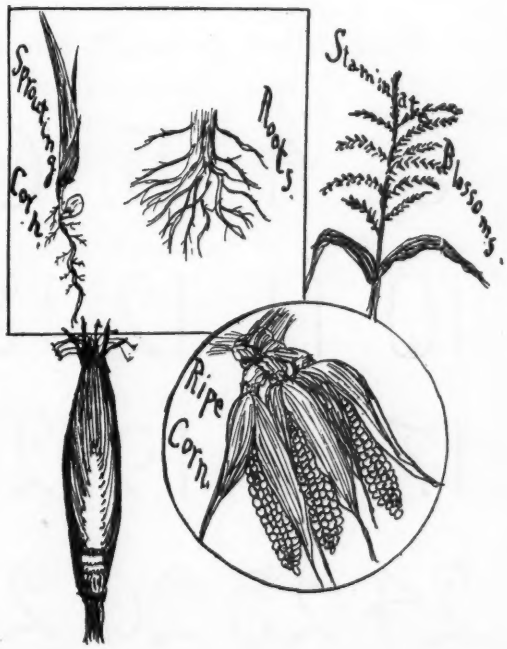
"Myth of Ceres."
"Legend of Mondamin," Longfellow.
"The Huskers," Whittier.
"Corn Song," Whittier.
"Story of Joseph," the Bible.

DESK WORK

Draw and color with paint, or colored pencils, the corn plant, ears of corn, etc.

Cut the corn plant from paper and mount on cardboard.

Make a design with the blossoms, leaves and fruit. Copy memory gems.



SEPTEMBER

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The Life of a Forest

By GIFFORD PINCHOT, in "A Primer of Forestry."

The history of the life of a forest is a story of the help and harm which the trees receive from one another. On one side every tree is engaged in a relentless struggle against its neighbor for light, water and food, the three things trees need most. On the other side, each tree is constantly working with all its neighbors, even those which stand at some distance, to bring about the best conditions of the soil and air for the growth and fighting power of every other tree.

The life of a community of trees is an exceedingly interesting one. A forest tree is in many ways as much dependent upon its neighbors for safety and food as are the inhabitants of the town upon one another. The difference is that in a town each citizen has a special calling or occupation in which he works for the service of the commonwealth, while in the forest every tree contributes to the general welfare in nearly all the ways in which it is benefited by the community. A forest tree helps to protect its neighbors against the wind, which might overthrow them, and the sun, which is ready to dry up the soil about their roots or to make sun cracks in their bark by shining too hotly upon it. It enriches the earth in which they stand by the fall of its leaves and twigs, and aids in keeping the air about their crowns, and the soil about their roots, cooler in summer and warmer in winter than it would be if each tree stood alone. With the others it forms a common canopy under which the seedlings of all the members of this protective union are sheltered in early youth, and thru which the beneficent influence of the forest is preserved and extended far beyond the spread of the trees themselves.

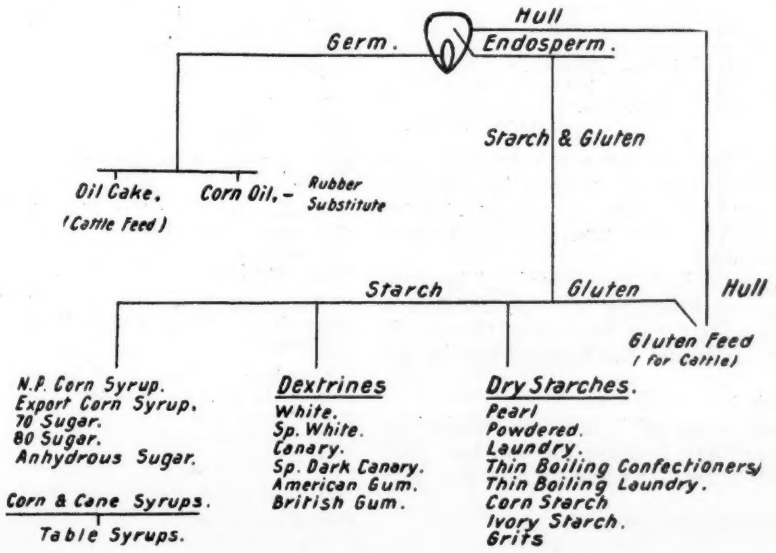
But while this fruitful co-operation exists, there is also present, just as in a village or a city, a vigorous strife for the good things of life. For a tree the best of these, and often the hardest to get, are water for the roots and space and light for the crown. In all but very dry places there is water enough for all the trees, and often more than enough, as, for example, in the Adirondack forest. The struggle for space and light is thus more important than the struggle for water, and as it takes place above ground it is also much more easily observed and studied.

Light and space are of such importance because the leaves cannot assimilate and digest food except in the presence of light and air. The rate at which a tree can grow and make new wood is decided chiefly by its ability to assimilate and digest plant food. This power depends upon the number, size and health of the leaves, and these, in turn, upon the amount of space and light which the tree can secure.

The story of the life of a forest crop is, then, largely an account of the competition of the trees for light and room, and, altho the very strength which enables them to carry on the fight is a result of their association, still the deadly struggle, in which the victims are many times more in number than those which survive, is apt alone to absorb the attention. Yet the mutual help of the trees is always going quietly on. Every tree continually comforts and assists the other trees, which are its friendly enemies.

Industries Built Up on the Grain of the Maize or Indian Corn

AS ILLUSTRATED BY THE PRODUCTS OF THE CORN PRODUCTS REFINING COMPANY



Inspiring a Love for Literature

By BESSIE JORDAN WELCH, Normal School, Salem, Mass.

How well I remember the long, tedious hours I spent as a child in poring over some poem! How glibly I repeated it, how little I understood it, and, alas, how I hated it! Would it not have been better never to have heard of these poems, than to have gained such a dislike for them? It is in thus failing to inspire a love for literature that so many teachers err.

A short time ago, I undertook to teach Blake's beautiful little poem, "Night," to a fifth grade, with most gratifying results.

I gained the interest of the class while reading the poem, in this way:

"Children, to-day I am going to show you a very beautiful picture painted by an artist named Blake, who uses words for his pictures, instead of paints. I shall not tell you the name of his picture, as I wish you to name it yourselves." I then read the poem as expressively as I could, while the children listened with rapt attention.

The sun descending in the west,
The evening star does shine;
The birds are silent in their nest,
And I must seek for mine.
The moon, like a flower
In heaven's high bower,
With silent delight
Sits and smiles on the night.

Farewell, green fields and happy groves,
Where flocks have ta'en delight;
Where lambs have nibbled, silent moves
The feet of angels bright;
Unseen, they pour blessing,
And joy without ceasing,
On each bud and blossom,
And each sleeping bosom.

They look in every thoughtless nest,
Where birds are covered warm,
They visit caves of every beast,
To keep them all from harm;
If they see any weeping
That should have been sleeping,
They pour sleep on their head,
And sit down by their bed.

—WILLIAM BLAKE.

When I had finished, some twenty eager little hands were in the air to name the picture. Without a word of comment I said: "Well, Jack," to a sturdy little urchin with a most unpoetical nature.

"It should be called 'The Evening,' because the sun was just dropping and the moon was just coming out. It was 'way up in the sky, it was getting dark, and the sheep were in the pastures."

"Well, Dick."

"I think the name of it must be 'Night,' or something like that, because the sun has gone down and the moon has come up and it is getting dark."

"What does Marion think?"

"It made me think of 'Night,' too; the sun had gone down behind the trees, the birds were all together in their nests, the little stars were popping out and everything was quiet. The moon was looking down like a big flower.

"Tony."

"I would call it 'A Spring Night.' The moon shines brightly, the evening stars come up, and I see a light like a big flower shining on the earth. The birds stopped singing when the sun went down, and the angels come peeking into the nests to see if there are any little birds around who aren't asleep."

Mary thought it should be "A Summer Night" because, "In the sky, the moon is rising and there are black shadows on the trees. There are robins in a pine tree and they chirp very sweetly, while the leaves rustle softly."

Little Theresa wished to call it "A Moonlight Night," because "The pasture is covered with bright, white light and the trees are full of shadows."

One little chap called it "A Winter Night," because "All the grass has been nibbled and the picture looks cold."

The pleased expression on the faces, when told that the artist called his picture just "Night" left no doubt of the eager interest which they felt.

I proceeded by asking the children to describe the artist's picture as they saw it. The results showed that they really saw the picture and the way in which they described it showed that they had unconsciously imbibed the author's beauty of expression. Here are some of the descriptions, verbatim:

"The angels come and drop sleep on the blossoms, and on everybody's head. Then all the lambs and sheep lie down and go to sleep. The flocks have been eating, and where they nibbled now lovely angels flit, dropping blessings at every step on the tired flowers."

"'Way out in the woods there is a bear in a cave who isn't sleeping. He is thinking of his mate, who hasn't come back, and he feels very badly. The angels pass by and see his sorrow, and they help him fall asleep."

"There are little white wings in the sky, and when they come nearer they are angels and their wings are like white clouds. They sit on the daisies and their wings flap back and forth."

"The angels have white garments flowing behind like fleecy clouds. They fly down thru the sky and bless all the flowers."

"Stealing thru the silver moonlight, flitting silently among the sleeping blossoms, lovely angels in dainty, snowy robes are watching over all the world. They touch the eyes of any who are unhappy and give them restful sleep and lovely dreams."

When every child had had a chance to express his thought (for I believe that every child

can be led to respond), I re-read the poem, that the children might enjoy its beauty once more. Then, to my surprise and delight, I found several ready to repeat it.

Another poem which lends itself well to this kind of treatment because of its vivid pictures is "I Wandered Lonely as a Cloud," by William Wordsworth. I always use it in the spring when I can get a bunch of the lovely yellow daffodils. The mountains in the background, the sparkling of waves, and the dancing daffodils form a picture that the children love and never forget.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of the bay;
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee:—
A poet could not but be gay
In such a jocund company;
I gazed—and gazed—but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills
And dances with the daffodils.

—WILLIAM WORDSWORTH.

"Piping Down the Valleys Wild" is another poem which the children learn to love and appreciate.

Piping down the valleys wild,
Piping songs of pleasant glee,
On a cloud I saw a child
And he, laughing, said to me:

"Pipe a song about a lamb!"
So I piped with merry cheer;
"Piper, pipe that song again!"
So I piped; he wept to hear.

"Drop thy pipe, thy happy pipe;
Sing thy songs of happy cheer!"
So I sang the same again
While he wept with joy to hear.

"Piper, sit thee down, and write
In a book that all may read!"
So he vanished from my sight,
And I plucked a hollow reed,

And I made a rural pen,
And I stained the water clear,
And I wrote my happy songs
Every child may joy to hear.

—WILLIAM BLAKE.

Aside from the enjoyment, the inspiration and the refining influence of lessons of this kind there can be no doubt of their value as language lessons. We all know what stunted, cramped expression we generally get from a ten-year-old child. By working in this way I find that the children unconsciously choose the best language to express their feelings.

I prefer to use a great many poems, rather than to spend much time in memorizing. Often I put the poem studied in this way upon the blackboard, and those who wish to, learn it. Again I sometimes read the poem *once* several days in succession. The class can then repeat it very nicely. Thus they become familiar with, and learn to love, a large number of beautiful poems.

British Coronation Regalia

USED AT THE CROWNING OF KING GEORGE V ON JUNE 22, 1911

St. Edward's crown, which was made for the coronation of Charles II.

New State crown, made for the coronation of Queen Victoria and altered for the coronation of Edward VII.; contains 2,818 precious stones.

The Prince of Wales' crown.

The Queen Consort's crown.

Queen's diadem or circlet of gold, made for the coronation of Marie d'Este, consort of James II.

St. Edward's staff, which is carried before the sovereign in the Abbey procession.

The royal sceptre, or sceptre with the cross.

Rod of equity, or sceptre with the dove.

Queen's sceptre with the cross.

Queen's ivory sceptre mounted in gold, made for Marie d'Este.

Ancient sceptre supposed to have been made for Queen Mary, consort of William III.

The Orb, a ball of gold, 6 inches in diameter.

The Queen's Orb, similarly fashioned but of smaller dimensions.

The royal swords named "Curtana," or "sword of mercy," and the "sword of justice," which the sovereign wears after being anointed.

The Armillæ or coronation bracelets.

The royal spurs.

The Ampulla, an antique vessel of pure gold in the form of an eagle used for containing the holy oil at coronations.

The Anointing Spoon of pure gold, the only relic of the ancient regalia now remaining.

The golden salt cellars.

A baptismal font of silver gilt.

A silver wine fountain presented to Charles II by the Corporation of Plymouth.

These articles representing the present regalia are only about 258 years old, all the ancient regalia having been destroyed by Cromwell's parliament.

In addition to the articles enumerated is the coronation chair, around which innumerable legends have grown up. It is about 600 years old and all the English sovereigns have been crowned in it.

The crown jewels include the famous Cullinan and Koh-i-nor diamonds.

Games and Folk Dances

Blind March

The players are divided into two groups, one standing on the right, the other on the left. The more space there is between them, the greater the fun. In the center between the two groups is placed a pole, or if there be a tree that will do even better for a goal. Every player binds a handkerchief over his eyes so that he is completely blindfolded. At a given signal all march forward, each trying to reach the tree. When hilarity has reached its highest point the leader (who is, of course, not blindfolded) calls out "Halt!" All stop and take off their hoodwinks and wonder how it happened that they wandered so far astray.

After several groups have played the game, the winners form in two groups to settle who is entitled to the prize.

Three Deep

This is a favorite game with thousands. Adults enjoy it as much as the children.

The players form in a double circle, so that they stand two deep, facing inward. At least an arm's length of space should be left between the groups. A catcher stands in the circle, a runner stands on the outside. The point is for the catcher to tap the runner on the shoulder before he can reach a place of safety, which is in front of any one of the groups. As soon as the place of safety is reached, the third player of that particular group becomes the runner. And so the game continues until a runner is caught, when he becomes the catcher. Remember that the place of safety is in front and that the third player in the rear must run as soon as his group changes from two to three.

Norse Mountain March

Groups of three: The leader holds in each hand a handkerchief. Two partners stand behind him, each taking hold of one of the handkerchiefs with the outer hand. Inner hands of the partners are joined. The group forms a sort of coach.

PART I.

1 to 8—The groups move in easy running step around the hall, always emphasizing the first of every three steps.

Repeat Part I.

PART II.

9—On the first note of bar 9 all stamp once. The leader passes backward under the raised arms of his partners.

10—The partner on the left passes under the raised arms of the leader and of the partner on the right.

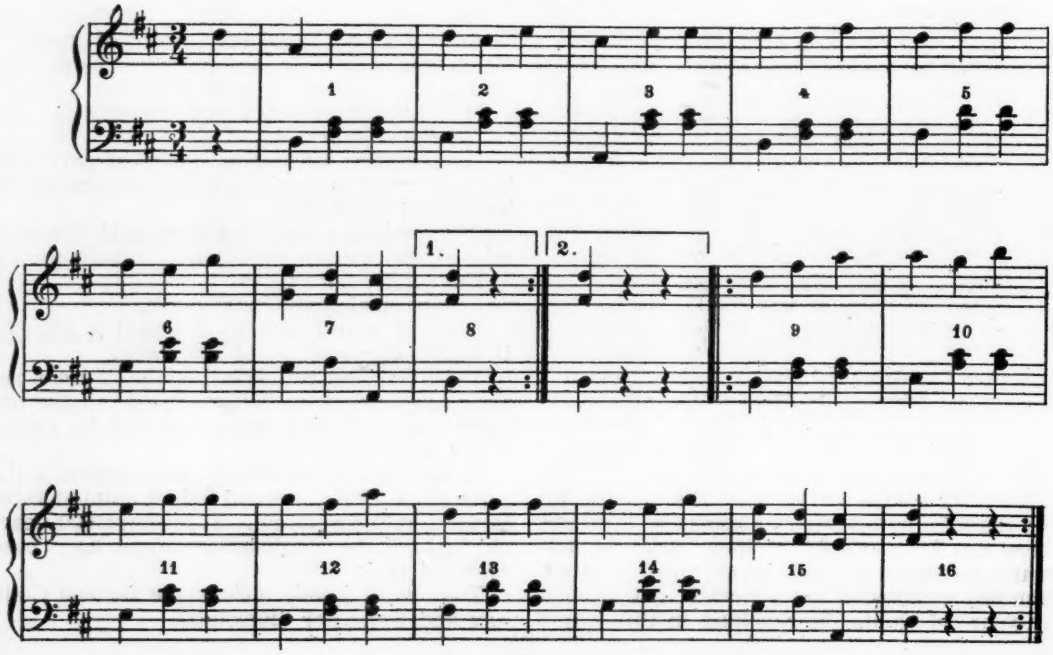
11—The partner on the right turns around once, to the right.

12—The leader turns around, to the left, so that he is again in front of his two partners.

13 to 16—Run around the hall, as in Part I. Repeat Part II.

Repeat from the beginning.

Norse Mountain March

A Danish Folkdance

Shinny in its Parent Home

Hockey is very popular in England, and American boys have their own version of it in the exciting "shinny." Strange as it may seem the game had its origin among a primitive people with no reputation to speak of as regards sports, among the Arabs of the oases and the Bedouins of the south-Tunisian desert.

The Arab boys call their game *koura* (pron. *koora*), which means ball. It is played wherever there is space and a few palms. Space is the first essential; this the Sahara offers in abundance. The palm supplies the ball and the shinny sticks. The ball is fashioned of palm fibre, rolled, ground and packed tight and held together by alfalfa wound round it. Curved trunks of young palms become acceptable sticks by application of the universal jack-knife.

The rules of the game are about the same as with us. There are two "sides" or camps. The object is to drive the ball from one camp into the other across the stakes. These stakes usually consist of stones, or if there happens to be no stones, a pile of clothes, a turban, or a rusty piece of copper is made to do service.

The evening hours from 5 to 7 are given to the game. Only the children play. Young men and their elders would regard it beneath their dignity to join; they have more important business at that time; they dream and doze or just sit still. Neither do the children of the wealthy take part in so vulgar an excitement as *koura*. Shinny is the game for boys untrammeled by any thoughts except having a rousing, noisy, good time.

Young Arabia at Play

THE SCHOOL JOURNAL is indebted to the courtesy of *L'Illustration* (Paris) for the photographs reproduced on this page.

A Critical Moment

When Folks Believed in Witches

In Six Scenes

A Play Suitable for the Fifth and Sixth Years.

By E. Fern Hague, New York

Scene 1. A Field

Characters

Jane, a child of eight years.
Elizabeth, two years younger.
Mary, their mother.
Deborah, the suspected witch.
John, her husband.
Edward.
Henry.
Settlers and Indians.
The Governor.
The Minister.
The Doctor.
First Soldier.
Second Soldier.
Roger Williams.
A Warrior.

Enter Jane and Elizabeth.

Jane.—I am sure that mother would like these pretty flowers.

Elizabeth.—Yes; let us each pick her a bunch.

Enter Deborah, carrying a basket and staff.

Deborah.—Good-morning, children.

Elizabeth.—Good-morning.

Deborah (approaching Jane)—Pray, let me see your flowers.

Jane.—Don't touch me. Mother says you are a wicked witch.

Running out.

Elizabeth.—I'm not afraid of you. You would not harm me.

Deborah.—I am glad that you are not afraid of me. I think all the other children are, for they run away when they see me coming. I would not harm them. I am not a witch. You are a nice, sweet child. (Patting Elizabeth on the head.)

Enter Mary and Jane hurriedly.

Mary (Snatching Elizabeth away from Deborah).—How dare you touch my child!

Deborah.—I cannot harm your little girl.

Mary.—By touching her you can bewitch her, making her both ill and naughty. Come, children, you should never go near that witch.

Exeunt.

Deborah (Picking up her staff and basket).—Alas! the mothers teach their children to hate me. There is no peace in Salem!

Exit.

Scene 2.

Enter Elizabeth, eating berries from her hat.

Elizabeth.—When I first started eating berries, hours ago, they tasted good, but now they taste sour. (Sitting on a log and throwing away the berries.) I wonder how many pies mother could have made with the berries I have eaten? At least five, I should say. Oh, dear, I feel so sick! I think some of those berries were green! I guess I'll go home and ask mother for some medicine.

Exit.

Scene 3. Sitting-room

Mary is sewing and Jane is reading at her feet.

Mary.—Jane, child, I think you had better see where Elizabeth is.

Jane.—I hear her coming now, mother.

Enter Elizabeth, throwing herself into a chair.

Elizabeth.—Oh, mother, I feel so ill!

Mary.—The child is bewitched! Jane, go for the Governor and the doctor.

Exit Jane hurriedly.

Elizabeth.—Oh, mother, I do feel so sick!

Mary.—Try to be very quiet, Elizabeth. The doctor will come at once and bring you some medicine.

Enter Governor, Doctor, Minister and Jane.

Mary.—Oh, sirs, I greatly fear that my child has been bewitched by Mistress Deborah!

Governor.—See to the child, doctor.

Doctor (Feeling of Elizabeth's pulse).—'Tis a strange illness that I do not understand.

Minister.—How do you feel, child.

Elizabeth.—Go away from me.

Minister.—Mistress Mary, your little girl is possessed of the evil spirit.

Governor.—Let us accuse Mistress Deborah.

Mary and Jane see the men to the door.

Elizabeth.—I wonder why they all blame Mistress Deborah because the berries made me sick? I wonder what witches are? When I am better I will ask mother all about it. Now I'll go to bed."

Exit.

Scene 3. The Trial. A Room in the Governor's House

Enter Governor, Doctor, Minister, Mary, Jane, Deborah, John and settlers.

Governor.—Mistress Deborah, stand forth. You are herewith accused of having bewitched the little daughter of Mistress Mary.

Deborah.—I am not guilty.

Governor.—We will prove it. Mistress Mary, stand forth. Did you see Mistress Deborah laying her evil hands upon your child's head?

Mary.—Yes, sir. I was spinning, when Jane ran to me and told me that Mistress Deborah was talking to Elizabeth. I ran out to get the child and saw Deborah laying her hands on her head. A few hours later the child was taken violently ill. Sir, you saw how strangely she acted.

Governor.—Jane, stand forth.

Jane.—I saw all that my mother spoke of, sir, and it is true.

Doctor.—The little girl is ill of a strange illness that I have never heard of in the twenty years I have been a doctor.

Minister.—Sir, the child was possessed of the evil spirit, for she was naughty and would not let me go near her.

Deborah.—Sir, I know nothing of the child's illness, and I am not a witch.

Settlers.—She is a witch! Banish her!

Governor.—We have just proved that you have bewitched the child, so you are a witch.

John (Angrily shaking his cane in the Governor's face).—My wife is no more a witch than you are.

Governor.—Soldiers, seize that man and put him into stocks for being disrespectful to me.

Soldiers drag John out.

Governor.—As for you, Mistress Deborah, we require that you shall leave this settlement before nightfall and find a home elsewhere.

Deborah.—Oh, sir, would you drive a poor old woman out in the woods that are filled with Indians?

Governor.—You are a witch and must leave Salem.

Exeunt.

SCENE 5. IN STOCKS

John.—Banished from Salem, only to roam thru the woods and be killed by the wild beasts and the Indians! There is just one hope. If Deborah and I can reach the settlement of Providence, Roger Williams will give us shelter.

Enter Edward and Henry.

Edward.—Oh, here is old man John. I will show you, Henry, how he shook his staff in our good Governor's face. (He imitates John.)

Henry.—Shame on you, Edward. How can you be so rude to an old man. You get out.

Exit Edward.

Henry.—I am very sorry for you and your wife, John, and I am very sure that she is no witch. In fact, I know there are no such people as witches. I am going to set you free. (Unlocking the stocks.)

John.—I thank you, Henry. I will now go and find Deborah. We must leave Salem before nightfall. Roger Williams' settlement is four days' journey to the southwest. We may be able to reach it in safety.

Henry.—I will run home and get a basket full of food for you to take with you, sir.

John.—Heaven bless you, boy.

Exeunt.

SCENE 6. A PATH NEAR A WOOD

Enter John and Deborah.

John.—Alas! we've wandered about nearly three days. I fear we have lost our direction.

Deborah (Sinking to the ground).—I can go no farther. I pray you leave me to my fate and seek shelter alone.

John.—I will never leave you. Hark! what sound is that?

Enter warrior.

John.—We are friends, and helpless. Spare our lives.

Warrior.—Me friend to paleface brother. You go where?

John.—We are searching for the settlement where lives a good and kind man, Roger Williams.

Warrior.—"Bible Man"? Me know him. He friend to Indian. Me show you the way.

Exeunt.

SCENE 7. THE CAMP OF ROGER WILLIAMS

Williams is standing in the middle of a circular group of white men and Indians.

Williams.—Friends, the God of the white man and the Manito of the red man looks down upon this settlement and smiles. He says "Let my children always live in peace and friendship."

Enter John and Warrior, leading Deborah.

Williams.—Who comes?

John.—Friends! We have been banished from Salem because my wife was wrongly accused of witchcraft. We beg shelter.

Williams.—Welcome, friends. The settlement of Providence is for all who seek peace and freedom. Here may you, friends from Salem, and all others who have been driven out of their settlement on the foolish charge of witchcraft find happiness and friends.

[THE END]

Canada's Foreign Trade

The Weekly Report of the Canadian Department of Trade and Commerce comments as follows upon the trade for the fiscal year ending March, 1911:

Canada has taken another long stride forward in its progress as a commercial nation. The total of imports for consumption and exports was $759,000,000, greater by $82,000,000 (over 12 per cent) than that of the previous fiscal year, which was also a record maker in point of trade.

Included among the increases in the imports for consumption are $22,000,000 in iron and steel, $6,000,000 in wood, nearly $5,000,000 in cottons, $3,000,000 in coal, $2,500,000 in sugars, $2,400,000 in breadstuffs, $2,000,000 each in oils and in drugs, dyes, and chemicals; $1,800,000 in fruits, $1,600,000 in woolens, and $1,000,000 each in electric apparatus, gutta-percha, leather, paper, and silk. Decreases were few and very small. These figures are eloquent of Canada's expansion, while an increase of $4,000,000, or 40 per cent, in the value of effects brought in by new settlers tells its own story of the class and extent of immigration.

A statement of principal articles exported shows decreases of $7,000,000 in wheat, $3,000,000 in apples, and $1,000,000 each in cattle, coal, fish, hides, cheese, and wood. While these changes must be due in a large measure to smaller crops, owing to unfavorable weather conditions, the enormous increase in home consumption is an important factor in reducing the quantity of goods available for export. The articles of export showing increases include silver $2,000,000, iron and steel $1,800,000, bacon and hams $1,700,000, cordage $1,000,000, hay and seeds each $900,000, paper $800,000, salted codfish and furs each $700,000, leather $600,000, wood pulp and nickel each $500,000. Many of these are articles which require in their production a large expenditure of labor, and the increased exportation of such goods is indicative of Canada's growing importance as a manufacturing country.

Postal Information and Letter Writing

The Reading, Pa., Syllabus

CHARLES S. FOOS, Superintendent

Postal Information

A. ADDRESS AND RETURN CARD

I. THE SUPERSCRIPTION.

The superscription of a letter is the direction or address upon the envelope. It is important that this direction should be very full and written plainly in order that the letter may be properly delivered.

II. RETURN CARD.

The words "After — days return to ——— ———" should be written on the upper left-hand corner of the envelope, giving full name and address of writer. In case of non-delivery, such a letter will be returned to the writer at the end of the number of days specified. If simply the card (writer's name and address) is placed thereon, it will be returned at the end of thirty days. If no card or return order appear on the envelope, at the end of thirty days the letter will be sent to the Dead Letter Office, at Washington, D. C., where it will be opened for identification, and returned to the sender, if his address is on the inside.

III. PLACE FOR ADDRESS.

The name should be written a little below the middle of the envelope, commencing far enough to the left so that the spaces on the right and left of it are about equal.

IV. FULL DIRECTION.

1. *Small Place.*—Where a letter is directed to a small place, it is of the utmost importance that the county and state be affixed to the town or post-office address, for, while there are no two post-offices of the same name in a state, there is frequently more than one town of the same name in a state; and there are many post-offices of the same name in the United States.

2. *City.*—Where a letter is addressed to a person residing in a city, always include the street number in the address, as there are many persons of the same name in a large city. Never address a letter "City" intended either for your own or another place.

3. *Official.*—In directing a letter to a person holding a public office, the name of the office should be mentioned in the address.

V. UNNECESSARY WRITING.

No writing nor printing outside of what is necessary to have the matter properly forwarded is permissible on the envelope or wrapper.

B. CLASSIFICATION OF MAIL MATTER, POSTAGE RATES, LIMIT OF WEIGHT, AND POSTING

I. FIRST CLASS.

Includes letters, U. S. postal cards, post cards manufactured by private persons, all matter sealed or otherwise closed against inspection, and all matter wholly or partially in writing, whether sealed or unsealed.

1. *Tinselled Post Cards.*—Tinselled post cards must be enclosed in an envelope before they may be sent thru the mails.

(a) Post cards, thus mailed, will go for one cent, providing no writing be on the card and the envelope containing it is not sealed. Any writing placed thereon will make it personal and will cost 2 cents per ounce or fraction thereof to mail.

2. *United States Postal Cards.*—U. S. postal cards cost 1 cent, and have the necessary postage stamps printed thereon.

3. *United States Postal Cards with Paid Reply Cards.*—U. S. postal cards with paid reply cards cost 2 cents. They consist of two attached cards—one for the message and another for the reply.

4. *Typewriting.*—Typewriting, and carbon and letter-press copies thereof, are written matter and subject to the first-class rate.

5. *Rate.*—Two cents for each ounce or fraction thereof. United States postal cards, 1 cent each; post cards, 1 cent each.

6. *Limit of Weight.*—Four pounds.

II. SECOND CLASS, UNSEALED.

This is the rate which applies to periodicals mailed by publishers at the per pound rate to regular subscribers.

1. *Rate.*—One cent for each four ounces or fraction thereof. Full payment required.

2. *Limit of Weight.*—No limit of weight.

III. THIRD CLASS, UNSEALED.

Books, newspapers and periodicals not admitted to the second class, circulars, miscellaneous printed matter on paper not having the nature of personal correspondence, and proof sheets, corrected proof sheets, and manuscript copy accompanying the same, and matter in point print or raised characters used by the blind.

1. *Rate.*—One cent for each two ounces or fraction thereof. Full prepayment required.

2. *Limit of Weight.*—Four pounds, except it be a single book.

IV. FOURTH CLASS, UNSEALED.

Includes all mailable matter not embraced in the first, second, and third classes.

1. *Rate.*—One cent for each ounce or fraction thereof, except seeds, bulbs, roots, scions, and plants, which are 1 cent for each two ounces or fraction. Full prepayment required.

2. *Limit of Weight.*—Four pounds, except it be a single book.

3. Matter of a higher class inclosed with matter of a lower class subjects the whole package to a higher rate.

V. WEIGHING.

The clerk at the stamp window at the post-office will weigh your package or letter and tell you the amount of postage required.

VI. SUFFICIENT POSTAGE.

Always be sure that sufficient postage be placed on the envelope or parcel you are mailing. Matter not first class (letters and other sealed matter) will not be delivered with insufficient postage, nor will it be returned to the sender. Letters not having sufficient postage thereon will be delivered and the recipient of the same will be required to pay the shortage of postage. The shortage is indicated by "due stamps" pasted upon the envelope at the post-office.

VII. PLACING STAMP UPON ENVELOPE.

The stamp should be placed on the right upper corner of the envelope, about one-eighth of an inch from the end and the same distance from the upper edge; it should be right side up, with the edges parallel with the edges of the envelope.

C. REGISTRY AND MONEY ORDERS.

I. REGISTRY.

Never send valuables or money thru the mail without having the package containing it registered at the post-office. To register a letter or parcel will cost 8 cents in addition to the regular postage. The placing of the 8 cents in postage on the letter or parcel, however, will not register it, but it must be taken to the registry office, at the post-office, where it is given a number and recorded in a book. The person sending same is given a receipt and will again get a receipt from the person the letter or package is delivered to at the other end. This will insure safe delivery and in case of loss of a registered article, the loser will be indemnified for its value up to $25.

1. *Name and Address.*—The name and address of the sender must be written on a letter or parcel sent by registered mail.

II. ENCLOSING REMITTANCE.

It is not generally considered safe to enclose currency or silver in a letter. The more common ways of remitting are by bank-draft, check, post-office money order, express money order and registered letter. Money orders can be obtained at the money order office, at the post-office, at small cost.

D. DELIVERY OF MAIL.

I. REGULAR DELIVERY.

In all cities, and in many country places, the mail is regularly delivered by carriers.

II. SPECIAL DELIVERY.

A special delivery stamp, or ten cents' worth of ordinary stamps in addition to the lawful postage, secures the immediate delivery of any piece of mail matter, at any U. S. post-office within the letter-carrier limits of city delivery offices, and within a mile limit of any other post-office. When ordinary stamps are used to obtain immediate delivery of mail, the words "Special Delivery" must be written or printed upon the envelope or covering.

III. FORWARDING MAIL.

When a letter or other first-class matter is misdirected and misdelivered, as in cases where persons have moved, when they have gone on a vacation, or have otherwise temporarily or permanently changed their residence, the wrong address may be crossed out and the correct one substituted. Such a letter can be remailed without the payment of additional postage.

IV. "IN CARE OF" OR GENERAL DELIVERY.

A stranger staying only temporarily at a place should have his mail addressed "General Delivery," and call for it at the post-office; or else have it sent in care of some person or place with whom or where he is stopping. Such a letter should be directed as in Model 6.

V. LETTERS TO FOREIGN COUNTRIES.

The rate of postage for letters addressed to a foreign country is 5 cents for the first ounce or fraction of an ounce, and 3 cents for each additional ounce or fraction, except to the following countries, to which mail may be sent at the regular U. S. postage rates: Dominion of Canada, Mexico, Cuba, the Philippine Islands, England and Germany. U. S. international postal cards should be used to write to foreign countries and cost 2 cents for a single and 4 cents for a reply card. Souvenir cards may be mailed for 2 cents.

(*To be concluded next month*)

The World We Live In

Canadian immigration will this year reach 450,000 persons. This is the estimate of Mr. Scott, the Dominion superintendent. The total last year was 320,000 and in 1909 208,794.

Interesting tests have been made in France with common salt to determine its value in laying the dust. Roadways are sprinkled liberally with salt and then watered freely.

Of the half million dollars' worth of filberts annually imported into the United States, nearly one-tenth come from the Tarragona district, Spain.

At Windsor, apples the size of an ordinary baseball are selling at 5 cents each, being dearer than oranges, while a good Canadian winter apple will bring as much as a shilling (24¾ cents) in England. In the counties of Huron and Middlesex (Ontario) a syndicate of Englishmen has rented orchards and intends to apply science in apple production. In Canada there are strict regulations governing the packing of apples, which has given the Dominion shippers an advantage over less careful competitors in the United States.

The value of the total foreign trade of Germany for 1910 was $4,035,100,000, an increase of $293,900,000 over the previous year. The imports, including precious metals, in 1910 amounted to $2,215,800,000, and the exports to $1,819,300,000, while in 1909 the values were $2,108,800,000 and $1,632,400,000, respectively.

The English universities are giving more and more attention to higher commercial education. This is one of the most distinctive features of the work of the great chain of northern universities, at Liverpool, Manchester, Birmingham, Sheffield, Leeds, and Bristol, where the students can prepare themselves in the broadest sense for a commercial life. In several of these institutions special attention is paid to the study of modern languages, and students are sent to various countries, not only for the purpose of language study but that they may acquaint themselves with the commercial customs and usages of said countries.

Fruit waste, particularly apple and pear peelings and cores, are imported into Germany on a considerable scale, notwithstanding that the duty of 4 marks per 100 kilos ($0.95 per 220 pounds) is the same as the duty on sound dried fruit. The total importations amounted to 3,117 tons in 1910, as against 2,219 tons in 1909, of which the United States furnished 2,979 tons in 1910, as against 2,201 in 1909. The principal users of evaporated peelings and cores are the syndicated jelly manufacturers. They are able to use not only apple and pear waste, but also apricot and plum waste, all of which must be properly dried, the apple and pear waste being shipped in casks and sacks and the other waste in pressed bales and sacks, package to weigh at least 110 pounds gross.

Gen. George W. Gordon, Commander in Chief of the United Confederate Veterans, died on Aug. 9, at Memphis, Tenn. He was Representative in Congress from the Tenth Tennessee District.

Island Sold to Government

Mill Rock, a rocky island in Hell Gate, which has given trouble to mariners ever since the Dutch boatman sailed thru those waters, has been bought by the United States Government for $25,000. It will be used as a storage place and field plant for the harbor and river work being done in the vicinity of New York.

It was bought from William R. Peters, who owned it for about twenty years.

It was nearly one hundred years ago that the Government held nominal possession of the island. At the outbreak of the War of 1812, a small block house was erected there. Directly opposite, at Hallett's Point, a fortification was thrown up and dignified by the name of Fort Stevens, while a little to the southeast a tower was erected called Castle Bogardus. These fortifications were intended to defend the approach to the city from the Sound, but there was never any occasion to use them.

Part of the old block house was removed in time and the remainder fell to pieces. Soon after, a fisherman squatter, Alexander Gibson, popularly known to the residents on the shore as Capt. "Sandy" Gibson, put up a wooden shack on the island. The old fisherman lived there unmolested for so long a time that he established a squatter's right to the island and his proprietorship was virtually admitted by the hotelman, Charles Leland, who bought the island from Gibson in 1863 for $300. This was the first deed of conveyance in the island recorded, and to strengthen then his title Alexander Gibson had the statement inserted in the deed that he had held undisputed possession for upwards of fifty years.

Mr. Leland named it Leland Island and as such it was known for many years. When Mr. Leland went into bankruptcy it was sold by his assignee to Cecil Campbell Higgins, a New York lawyer, for $2,500.

The ownership up to this time only included the single acre above water. At low tide there is a smaller island a few yards to the south and this had been called Little Mill Rock. Mr. Higgins endeavored to establish his rights to the land under water, but about this time the government squatted on the land and used it in connection with the second explosion of Hell Gate in 1885, when a large reef beyond Hallett's Point was blown up, the big Hallett's Point explosion having taken place in 1876.

Mr. Higgins did not establish his rights to the land under water, altho in his deed to Mr. Peters, about twenty years ago, he assigned his rights to somewhat over eight acres below high water mark. Mr. Higgins sold it for $6,000, showing a steady rise in its value from the $300 paid to "Sandy" Gibson in 1863.

To assist navigation a dike has been constructed by the Government on the reef.

Latest Census Returns

Urban and Rural Population

The proportion of the population living in urban and rural territory, as shown by the latest census figures, has been determined by the Census Bureau, and a preliminary statement covering every State and Territory on continental United States has been issued by Census Director Durand. These statistics, which have been prepared under the direction of Mr. William C. Hunt, chief statistician for population in the Bureau of the Census, are derived from the population returns of the Thirteenth Decennial Census, taken as of April 15, 1910, and are compared in the statement with similar figures for the censuses of 1900 and 1890; they are subject to some possible revision, but it is hardly probable that such revision will materially affect the proportions as now given. The figures made public bring out very forcibly the general trend of population toward the cities.

The total population of continental United States, according to the census of 1910, is 91,972,266. Of this population, under the definitions of the Census Bureau, 42,623,383, or 46.3 per cent, lived in urban territory, and 49,348,888, or 53.7 per cent, lived in rural territory. The territory in 1900 and 1890 similarly classified as urban—that is, the cities and other places at each census having 2,500 inhabitants or more—contained 40.5 per cent and 36.1 per cent, respectively, of the total population of the country. There had thus been a very considerable increase in the proportion of urban population in continental United States taken as a whole.

For urban population this increase amounts to 34.9 per cent, while the increase in rural population during the same period was only 11.1 per cent. For continental United States as a whole, therefore, the rate of increase for the population of urban areas was fully three times that for the population living in rural territory.

Population of New Zealand Cities

Vice-Consul-General Henry D. Baker writes from Auckland that the New Zealand census, taken in April, is now practically complete. The population of the four leading cities, with their suburbs, is as follows: Auckland, 109,781; Wellington, 90,122; Christchurch, 85,923; Dunedin, 59,899. In 1906 the population was: Auckland, 88,067; Wellington, 82,122; Christchurch, 77,493; Dunedin, 56,021. The fifth city of the Dominion is now Invercargill, with a population of 16,000, including suburbs.

Population of Korea

According to a report forwarded by Consul General George H. Scidmore, of Seoul, Korea, the latest police census gives Korea a population of 12,574,200, which includes 12,420,398 Koreans and 153,802 Japanese. In all there are 2,811,518 households.

The population of Scotland is now 4,759,455, an increase of 287,342 over 1901. This is the smallest decennial increase since 1861.

Italian Emigration

A noteworthy contribution to the study of the emigration question has been furnished by extensive investigations made for the first time by the Italian Committee on Emigration in regard to the repatriation from the two Americas, showing the following interesting results:

During the eight years from 1902 to 1909 inclusive, out of 2,366,391 emigrants to trans-Atlantic countries, 1,382,863, or 58 per cent, returned to their native land. It is, however, admitted that this high percentage was in part due to the financial depression in the United States prevailing in 1904 and 1907-8. More than 20 per cent of the emigrants return to Italy within the first year after their departure.

Emigrants rarely return without having accumulated a small fortune, varying according to the duration of their sojourn in foreign lands, to the conditions of labor, and to their personal habits. The savings accumulated during a normal uninterrupted sojourn in trans-Atlantic countries is from $193 to $965, while an individual only in exceptional cases is known to have carried home as much as $1,930. These savings are generally invested in agricultural or industrial undertakings, in land, or in houses. About one-third of the total amount of savings, especially in Piedmont and Venetian Provinces, is invested in the raising of cattle, hogs, and sheep. Investments in small business enterprises are also of frequent occurrence. In regard to the amount of remittances sent to Italy by emigrants, the Italian Committee on Emigration reports that under normal conditions the average sum may be estimated at $965,000 per annum. This amount does not include the sums carried home by the returning emigrants, either as their own savings or as funds intrusted to them by compatriots to be taken to their families.

The approximate number of Italians at present residing in foreign countries in the world is estimated at more than 5,000,000. In North and South America and Oceania the Italian population is distributed as follows: United States, Mexico, and Canada, 1,782,487; Central America, 4,481; Brazil (in round figures), 1,500,000; Argentina, 1,000,000; Uruguay, 100,000; Peru, 13,000; Chile, 12,000; Oceania, 7,654.

According to data furnished by the Bureau of Emigration of Palermo, 34,823 emigrants embarked at this port for the United States during 1910, while 5,053 sailed for South America. During the same period 12,656 returned from the United States and 922 from South America.

Official American statistics show that there arrived at various ports of the United States during the year ended June 30, 1910, 215,537 immigrants giving Italy (including Sicily and Sardinia) as the country of their last permanent residence. In the fiscal year 1909 the number was 183,218. The total number of immigrants from all countries arriving in the official year 1910 was 1,041,570, compared with 751,786 in 1909.

The World of Industry and Commerce

Corn

The 1910 corn crop in the United States aggregated 3,125,713,000 bushels, by far the largest yield ever attained. It had a farm value of $1,523,968,000. According to the Secretary of Agriculture, "the value of the corn crop for eight such years would pay for duplicating every mile of steam railroads in the United States and pay for their costly terminals, rolling stock, and all stock. In thirteen years it would replace the present banking power of this country in banking capital, surplus deposits, and circulation." However, "millions of bushels can, without extra labor, be added to our crop by a modification of corn planters so that they will place the several kernels of a hill five or more inches apart in each hill."

The uses for corn are being greatly extended. Vast quantities are now going into breakfast foods, starches, glucose, distilled liquors, and being used for brewing beer and other malt beverages. Notwithstanding the increasing home demands on the corn crop of the country its export is well sustained.

Electricity

In practically all European countries electricity is largely and extensively used on farms of 25 to 1,000 acres for both light and power purposes, such as thrashing, cleaning grain, chopping, root cutting, sawing wood, pumping water, milking, cream separating and butter making, ironing, lighting houses, stables, and yards. Among the interesting features at the electrical exhibition at Munich was a model farm fully equipped with electricity. A practical demonstration was given of electric plowing, where from 25 to 30 acres were being plowed with one plow per day.

The city of Berlin has adopted electricity as a motive power for their fire department, four stations being already fully equipped, horses and gasoline motors being dispensed with. Among the many advantages of the systems is a saving of over half the cost where horses had been used, also a wonderful saving of time, it taking but 12 seconds from the time an alarm is sounded until the department is fully under way on the street.

Electric motor outfits for street watering are used in many German municipalities.

SEASONING WOOD BY ELECTRICITY

A British technical paper describes a new process of seasoning wood by electricity in France as follows:

A large tank is filled with a solution containing 10 per cent of borax and 5 per cent of resin, with just a trace of carbonate of soda. In the bottom of the tank is a lead plate which is electrically connected to the positive pole of the dynamo. The timber to be treated is stacked on this plate, and when the tank has been filled another plate is superimposed and connected to the negative pole of the dynamo. When the current is switched on it passes thru the stack of wood between the two plates, and in its passage it is said to drive out the sap in the timber and deposit borax and resin in its place, completely filling up all pores and interstices. When the process is completed the timber is removed and dried, after which it is ready for use. It is claimed that the timber submitted to this treatment, no matter how green it may be, becomes completely seasoned.

Matching Colors by Artificial Light

Consul Augustus E. Ingram, of Bradford, England, writes that a new lamp which makes possible the matching of colors by artificial light has been invented by Mr. Max Weertz, of Bradford. In this lamp the source of light may be a metallic-filament incandescent electric lamp or a gas or petroleum incandescent lamp. All previous lamps have utilized an electric arc lamp as the source of light. The advantages of the new lamp are cheapness, uniformity in the quality and quantity of the light given, and great illumination. The light filters are formed of a special blue glass with a special green glass, and the results have been excellent. The cost of the new lamp is about one-quarter of the old one. It can be used in connection with any municipal town electric supply without the use of transformers. Patents for the lamp are pending in Great Britain, United States, and the principal European countries. Further patent applications are contemplated.

New Industry for the Philippines

It is likely that there will soon be important developments in the fishing industry of the Far East. The latest enterprise has been the canning of sardines and anchovies in the Philippines. At the recent fair held in Manila were displayed fifty cans of sardines put up by the Bureau of Science of the Philippine Government. The fish were packed in peanut oil of Philippine production, with the usual spices, in oval tins furnished for the experiment by local Chinese tinners. The fish were first salted and cleaned, soaked in brine and washed to remove the scales, dried in the open air, boiled in oil, drained off and packed. The tins, after being soldered, were immersed in boiling water for two hours. This simple process produced a fair grade of packed fish.

The peanut oil can be had in large quantities at comparatively low figures. The supply of sardines and anchovies in Philippine waters is said to be very large. Sufficient of these fish are said to be caught in Manila Bay alone to supply a factory catering not only to the needs of the Philippine Islands in the way of packed fish of this grade, but for a considerable export trade as well, while there are innumerable other localities where this supply can be duplicated. It is thought that with the cheap local labor a canning industry can be established upon a large scale which may become an important element in the prosperity of the islands in the near future.

The Philippine species of sardines and anchovies are reported to be delicate little fish of exceptionally good flavor and fair size and compare favorably in all respects with similar fish in all parts of the world.

Other Lands

Progress of British West Indies

The British Colonial Office at London has published an interesting document on agricultural progress in the West Indies. It was written by Sir Daniel Morris.

"The West Indian colonies consist of the groups of islands generally known as the British West Indies, Bahamas, and Bermuda, together with the two considerable colonies on the mainland, viz., British Honduras and British Guiana. The West Indies, in the larger sense suggested above, cover an area of 109,836 square miles, or a little less than the British Isles. The population is estimated at 2,300,000. Of their imports they take about 40 per cent from the United Kingdom; so that, in spite of their nearness to the United States, these colonies continue to take a large share of their manufactured and other goods from the home country. An increase in the total trade from $76,150,000 in 1903 to $104,242,000 in 1909 is also encouraging.

"The circumstances that have combined to bring about the new prosperity in the West Indies may be chiefly stated as follows: (1) The revival of confidence in the sugar industry as the result of the abolition of bounties; (2) the increase in the production of cacao in Trinidad, Grenada, and Jamaica; (3) the development of the American fruit trade in Jamaica; (4) the introduction of the sea-island cotton into St. Vincent, Barbados, and the Leeward Islands; (5) the extension of the cultivation of limes in Dominica and rice in British Guiana.

"The total annual production of sugar in the West Indies is about 240,000 tons, of the value of about $15,000,000. In recent years an increasing amount of sugar and molasses has been shipped to the Dominion of Canada. In 1897 Canada took 11,000 tons of sugar, but in 1909 it took a total of 133,000 tons or about 60 per cent of the total production.

"The royal commission of 1897 drew attention to the danger that the West Indian colonies incurred in their dependence on a single industry, and their recommendations were largely directed to the desirability of establishing other and alternative industries. The result of this policy during the last 12 years is shown in the fact that, while the total exports of produce and manufactures of the West Indian colonies have increased from $27,369,000 to over $35,000,000 the exports of the products of the sugar cane (sugar, rum, and molasses) have declined from $15,782,000 to $14,782,000. On the other hand, the exports of other commodities, such as cacao, fruit, cotton, logwood extract, tobacco and cigars, rice, cocoanuts, and rubber, have increased from $6,725,000 to $20,233,000. The recent royal commission entirely concurs with the commission of 1897 as to the danger of dependence on a single industry, and they strongly support a continuance of the efforts that have been made with such signal success to develop other industries suitable to the soil and climate. At the same time, they recognize that the sugar industry is still, as in 1897, the dominating factor in such colonies as British Guiana, Barbados, St. Lucia, Antigua, and St. Kitts. In Jamaica the percentage of sugar products is 12.6 as against 18 in 1896, and in Trinidad 24.7 per cent, as against 57 in 1896.

"In British Guiana rice growing has steadily increased, now covering 38,000 acres. In 1895 the rice imports were 34,000,000 pounds, while in 1909, in addition to meeting local requirements, 8,300,000 pounds were exported. British Guiana should supply all the rice consumed in that part of the world.

"The growing of sea-island cotton continues to expand, the area increasing from 7,600 acres in 1904 to 24,000 acres in 1908. It was admitted that if fine sea-island cotton had not been obtained in appreciable quantity from the West Indies in recent years several of the cotton mills in Lancashire would have been compelled to work short time."

The Canary Islands

The climate of the Canary Islands is, perhaps, unsurpassed by any place in the world. Owing to the various altitudes, a suitable climate can be found at any time of the year. The heat is never excessive.

Santa Cruz, the capital, is perhaps the warmest place in the islands, and even here a temperature of 88 deg. F. is considered high. From October to May the mean daily temperature in the shade at Santa Cruz varies from 71 deg. in October to 63 deg. in February. The other cities enjoy even a more equable climate than Santa Cruz.

The annual rainfall in the island of Fuerteventura, which is the driest, averages 5 or 6 inches. As the distance from Africa increases, rainfall increases. The amount of rainfall, of course, varies in different parts of the same island and between the islands, depending largely upon the altitudes of the mountains, the influence of the Gulf Stream, and the vegetation. The average amount of rainfall is far below that of other subtropical countries, and the visitor is at once impressed with the barrenness of the islands as viewed from the sea. Indeed, the lack of abundant rainfall is one of the most serious drawbacks to the agricultural development of the islands.

There are seven main islands in the group and six islets. The seven islands have an area of 3,333 square miles and a population of 358,554.

Agriculture is the principal occupation. The leading products and exports are bananas, tomatoes, and potatoes. Supplying these products to European markets began about thirty years ago on a small scale, but their growth and export have increased to enormous proportions, more than 200,000 tons leaving the islands every year.

Tomatoes are considered the most profitable crop, but are more subject to disease, and the yield is rather uncertain on account of the rainfall. The seeds are imported from England and planted in August and September. The Canary product is of excellent flavor and quality, and the earliest ripens the latter part of October. England takes about 95 per cent of the exports.

Potatoes are planted about the same time as tomatoes, and the first shipments begin in January or Feb-

ruary. Seed potatoes are bought in England. Most of the exports of potatoes go to England, while Germany takes about 5 per cent; small lots are shipped to Cuba and Porto Rico.

Bananas are grown only on irrigable land, up to an altitude of about 800 feet. The plants come into bearing in about eighteen months. Of the exports of bananas, England takes about 80 per cent, Germany 15 per cent, France and Italy taking the remainder. The Canary banana was one of the first, if not the first, to enter the English market, and it is said to excel in flavor.

Oranges, figs, grapes, plums, apricots, and other fruits are grown in the islands, but are not cultivated to any great extent, and do not enter into the export trade.

Land is exorbitant in price, principally for two reasons: (1) Its great fertility when properly irrigated, and (2) because the well-to-do people know of no other investment which they consider safe. Land, at best, yields only a low rate of interest on the capital invested.

Owing to the rapid incline at which cultivated coast lands rise toward the mountains, narrow zones of vegetation are formed, and the value of the land depends upon the product or products which may be grown therein. The question of the cost of irrigation, amount of rainfall, nature of the soil, and commercial communications also are important considerations. Good banana land is worth up to $1,000 an acre. Land suitable for bananas, but not irrigated, may be worth $50 to $200 an acre, depending upon the cost of the necessary irrigation and communication with a port.

The seasons and harvests depend partially on the zone and time of planting. Where land is watered by rain, the winter is the season of growth and the summer of rest. Irrigation makes it possible to realize several crops of certain products from the same land each year.

Cereals are grown on unirrigable lands, and only one crop is harvested each year. Small quantities of wheat and barley are grown.

There are few trees in the islands, the most common being the native pine. The forests were demolished years ago, and, as no trees have since been planted, the mountain land has a barren appearance. This wholesale destruction of the trees undoubtedly had a great effect on the rainfall, which is now scanty.

Live stock is bred for employment in heavy work. The native horses are small but wiry; mules and oxen do most of the heavy work. Jersey cattle have been introduced and have thrived. Camels and donkeys are bred in Fuertevantura and Lanzarote. The burros, donkeys, and mules, which are the most common beasts of burden, range in size from that of a St. Bernard dog to almost the size of a Missouri mule.

One of the serious problems which confronts all Spain to-day is emigration. The majority of the emigrants are of the best laboring class in the kingdom. The same problem confronts the Canary Islands. Large numbers of hardy laborers have emigrated to Cuba, Argentina, and other Latin-American countries, because of the prevailing low wage scale.

About 75 per cent of the emigrants from these islands go to Cuba, followed by Argentina. The number emigrating to Cuba in 1910 from the island of Teneriffe was 2,949, to Argentina 220, other Latin-American countries 305. The emigration from the other islands may be collectively estimated as equal to that from Teneriffe.

Cochineal was first introduced into the islands in 1826. After some opposition, the industry continued to thrive until the highest point was reached in 1869, when the exports amounted to over 6,000,000 pounds, valued at nearly $4,000,000. The discovery of aniline dyes killed the cochineal industry and disturbed the islands commercially and financially. Cochineal is still grown and exported, because it is easy to cultivate and the cactus grows in places unsuitable for other plants.

Tobacco is produced in the islands of La Palma, Teneriffe, Hierro, and Gomera. La Palma is the only district producing it in commercial quantities, the estimated annual production for commercial purposes being about 100,000 pounds. The tobacco produced in these islands does not compete with that grown in the United States. On the contrary, large quantities of Virginia leaf are imported and used as filler for cigars, known as Teneriffe and Canary cigars, which are largely sold in England.

Onion and onion-seed cultivation is one of the more recent industries of the Canaries. The first shipment of onion seed to the United States was made about 15 years ago. Practically all the exports of onion seed now go to Texas growers, who have been very successful in the cultivation of what is known as the Bermuda onions. This vegetable is cultivated in soil which can not easily be irrigated, and which would not be suitable for bananas, tomatoes, or potatoes.

The exports of onion seed from the Canary Islands to the United States during the past five years were as follows: 1906, $14,878; 1907, $21,113; 1908, $29,781; 1909, $57,170; and 1910, $36,509. The price of onion seed is 75 cents to $1 per pound, according to variety.

The grapevine was introduced into the Canaries in the fifteenth century from Crete, and wine-making is one of the oldest industries in the islands. Canary wines are known the world over and are highly esteemed.

There are no valuable minerals in the islands. Some sulphur and pumice stone have been taken from the mountains, but the quantity exported is insignificant.

An electric tramway extends from Santa Cruz, Teneriffe, to Tacoronte.

The Canary Islands are almost wholly under British control. British banks, fruit firms, shipping firms, and British goods, predominate. German interests are eagerly striving to gain an equally permanent and secure foothold, and, to a limited extent, have been successful. These two nations are the leading foreign rivals for the commerce offered by this field. The United States occupies a lesser position, which has been scured solely by the supremacy of certain articles introduced thru British houses.

Teneriffe. ROSS J. HAZELTINE.

Bermuda's invoiced shipments to the United States in the first half of 1911 included 177,232 boxes of onions valued at $169,878, 29,497 barrels of potatoes worth $114,007, $63,387 of other vegetables, and $2,120 of cut flowers.

Review of Current Events

For Four Months Ending August 15

April 14—The resignation of David Jayne Hill as ambassador to Germany is announced at Washington.

April 15—$50,000,000 loan to China, participated in by American, British, French and German bankers, is signed at Pekin.

April 19.—The terms of the decree of separation of church and state in Portugal are announced; Catholicism is no longer to be the state religion, and entire liberty of all creeds is granted.

April 20—The committee on census reports a reapportionment bill enlarging the membership of the House to 433.

April 21—The House passes the Canadian Reciprocity bill by vote of 266 to 89.

April 22—Governor Eberhart, of Minnesota, signs the bill providing for the nomination of United States Senators by direct vote.—John J. McNamara, secretary and treasurer of the International Association of Bridge and Structural Iron Workers, is arrested with two other men, charged with responsibility for the dynamiting of the Los Angeles *Times* building, in October, 1910.

April 23—Postmaster-General Hitchcock announces that a deficit of $17,600,000 has been wiped out during the past two years.

April 24—The Senate confirms the appointments of Curtis Guild, Jr., as ambassador to Russia, W. W. Rockhill as ambassador to Turkey, and Henry S. Boutell as minister to Switzerland.—Dr. Elmer E. Brown, United States Commissioner of Education, is chosen as chancellor of New York University.

April 25—An armistice is declared between the insurgents and the federal troops of Mexico.—The Mexican Chamber of Deputies adopts bills providing that the President, Vice-President, and governors of states may not be elected for a second term.

April 26—The voters of Australia reject two measures, urged by the commonwealth government, which would increase federal control over commerce and industry.

April 27—The House passes the Reapportionment bill.

April 28—A meeting is held at the London Guildhall to further an arbitration treaty with the United States.

April 29—The International Exhibition of Industries and Labor is opened at Turin, Italy.

April 30—The U. S. Treasury shows a surplus as against last year's deficit.—Fire destroys about one-third of the city of Bangor, Me., rendering thousands homeless and causing a property loss amounting to $2,500,000.

May 1—The United States Supreme Court decides that federal government controls the forest reserves, not the States.—The Lehigh Valley, Ontario and Western, and Delaware & Hudson railroads decide to sell their coal property in accordance with the Supreme Court decision.

May 2—The Ohio Senate passes the House bill providing for the Oregon plan of electing United States Senators by direct vote.—The British House of Commons passes most of the important clauses of the Government's bill curtailing the power of the upper house.—The $10,000 prize offered by the Metropolitan Opera Company, of New York, for an American opera, is awarded to Horatio W. Parker and Brian Hooker.

May 3—Five members of the Ohio General Assembly are indicted on the charge of soliciting bribes.—The ministers of Haiti and Santo Domingo, at Washington, are instructed to draw up and sign a protocol submitting the long-standing boundary dispute to arbitration.

May 4—The German Antarctic expedition under Lieutenant Filchner sails from Hamburg.—The Congress of International Law, at Madrid, confirms the right to use aerial craft in war.

May 5—The bill giving women the right to vote passes its second reading in the British Parliament by vote of 255 to 88.—Ratifications of the Anglo-Japanese commercial treaty are exchanged at Tokyo.—The Third Peace Congress, in session at Baltimore, endorses James Speyer's plan for financial neutrality during war.

May 6—The biennial session of the Colorado Legislature comes to an end without the choice of a successor to the late Senator Hughes.

May 7—The Nicaraguan Assembly authorizes President Estrada to arrange an American loan.

May 8—The House passes the Farmers' Free List bill, without amendment, by a vote of 236 to 109.—The Chinese Grand Council is abolished by imperial edict and a constitutional cabinet of ten members substituted.—An agreement between China and Great Britain, providing for the gradual extinction of the Chinese production and importation of opium, is signed at Peking.

May 9—The Supreme Court of Austria decides that Archduke John, who disappeared twenty years ago, is dead.

May 10—The Duma votes $2,000,000 to fight cholera and the plague in Russia.

May 11—Francisco Madero, Jr., proclaims himself provisional president of Mexico and appoints a ministry.—A committee representing 400 members of the British House of Commons pledge themselves to further the Anglo-American arbitration movement.

May 12—Jacob M. Dickinson resigns his portfolio as Secretary of War; Henry L. Stimson (Rep.), of New York, is appointed to succeed him.

May 15—The Supreme Court of the United States declares the Standard Oil Company to be a combination in restraint of trade and orders its dissolution within six months; the Court also sets aside the sentence of imprisonment for contempt imposed upon Samuel Gompers, Frank Morrison and John Mitchell by the Supreme Court of the District of Columbia.—Francisco Madero and Judge Carbajal, representative of the Mexican Government, confer at Juarez regarding peace terms.—Prince Lidj Jeassu, fifteen years old, is proclaimed Emperor of Abyssinia.

May 16—The $50,000,000 Panama Canal bond issue is thrown open to popular subscription.—Three more Ohio legislators are indicted for bribe solicitation.—

The budget as presented by Chancellor Lloyd-George provides a salary for members of Parliament. A massive memorial to Queen Victoria, in the plaza before Buckingham Palace, is unveiled by King George.

May 17—A special investigating committee of the Illinois Senate reports that the election of United States Senator Lorimer could not have been accomplished without bribery and corruption.

May 18—Guy Potter Benton, president of Miami University, Ohio, is elected president of the University of Vermont.—Gustav Mahler, the eminent composer and conductor, dies at the age of fifty.

May 19—The Government brings suit at New York against the so-called Lumber Trust of the Eastern States, alleging unreasonable restraining of trade.

May 20—The $30,000,000 loan for the construction of railways in Hunan and Huepi Provinces, China, is signed at Peking by representatives of American, British, French and German bankers.

May 21—A treaty of peace is signed at Juarez between the official representative of the Mexican Government and three of the insurgent leaders; President Diaz is to resign and Senor de la Barra is to serve as Provisional President.

May 22.—Lord Lansdowne's bill for the reconstruction of the British House of Lords passes its second reading.

May 22.—The House passes a resolution granting statehood to Arizona and New Mexico, but requiring them to vote again on certain provisions of their constitutions.

May 24.—President Taft refuses the applications for pardon of Charles W. Morse and John R. Walsh, the convicted bankers.

May 25.—Porfirio Diaz resigns his office as President of Mexico, and Francisco Leon de la Barra is chosen Provisional President.—The American battleships' second division of the Atlantic fleet is warmly welcomed at Copenhagen.—London's population is announced at 7,252,963, an increase of 10 per cent in ten years.

May 26.—Pierre Vedrine, a Frenchman, wins the aeroplane race from Paris to Madrid; his actual flying time for the 766 miles was 12 hours and 18 minutes.

May 27.—The Wisconsin legislature approves the final amendment of the woman suffrage bill. The measure will be submitted to the people.

May 29.—The United States Supreme Court decides that the American Tobacco Company is a combination in violation of the Sherman law, and orders its dissolution.

May 30.—President Taft, at the Memorial Day exercises in the Arlington National Cemetery, pleads for international peace.

June 4.—Governor Tener of Pennsylvania appoints nine business and professional men as commissioners under the new Pittsburg charter.—A monument to Victor Emmanuel II, grandfather of the Italian King, costing $20,000,000, is unveiled at Rome.

June 5.—Eugene A. Nobel is elected president of Dickinson College.

June 8.—The Department of Agriculture announces that a record wheat crop will be harvested.

June 10.—Dean Ellen F. Pendleton is chosen president of Wellesley College.—The Prince of Wales is created a Knight of the Garter by King George.

June 12.—The Senate passes the House resolution providing for the direct election of United States Senators, with an amendment giving control over such elections to the Federal Government.

June 13.—W. Morgan Shuster, the American financier, is put in full charge of the finances of the Persian Empire.

June 14.—Twenty thousand seamen go on strike at London, Liverpool, and other British and North Sea ports, demanding an increase in wages.

June 15.—Governor Dix of New York signs the bill providing that foodstuffs shall not be kept in cold storage more than one year.—Czar Nicholas of Russia visits the United States warships in the harbor of Cronstadt.

June 16.—Governor Foss signs the Massachusetts direct-nominations bill, applicable to all State officers, Congressmen and legislators.

June 19.—The first Constituent Assembly of Portugal is opened.—President and Mrs. Taft celebrate their silver wedding anniversary at the White House.

June 20.—The House passes the Democratic wool-revision bill.—Trenton, N. J., adopts the commission plan of government.—The second investigation into the election of United States Senator Lorimer is begun by a special Senate committee.

June 21.—The German Emperor visits the American battleships at Kiel.—The Olympic, largest steamship in the world, arrives at New York on its first trans-Atlantic trip.

June 22.—King George V and Queen Mary are crowned in Westminster Abbey.

June 26.—The so-called Cunningham claims, involving 5,250 acres of coal lands in Alaska, are declared invalid by the Commissioner of the Land Office.

June 29.—Professor P. P. Claxton, of the University of Tennessee is appointed U. S. Commissioner of Education.—The Eucharistic Congress at Madrid closes with a brilliant procession thru the streets.

June 30.—Cardinal Gibbons celebrates at Baltimore the fiftieth anniversary of his ordination to the priesthood and his twenty-fifth anniversary as Cardinal.

July 1.—The Interstate Commerce Commission orders an investigation of all express companies doing an interstate business.—The Connecticut House of Representatives passes a bill providing for one day's rest in seven for all employees.—Eugene F. Ware, the poet of Kansas ("Ironquill") and former Commissioner of Pensions, died, age 70.

July 2.—Felix Mottl, director of the Royal Opera at Munich, died, age 54.

July 3.—The British seamen's strike ends.

July 4.—W. T. Stead, in Fourth of July address at London, proposes that a statue of George Washington, "the greatest Englishman of the eighteenth century," be placed at Westminster.

July 5.—The House of Lords passes Lord Lansdowne's amendment to the Government Veto bill.

July 9.—The Postmaster-General announces an increase in the salary of rural mail carriers.

July 13.—Edward, eldest son of King George, is invested as Prince of Wales at Carnarvon Castle, Wales.—A memorial tablet to William Penn is unveiled in the Church of All Hallows, London.

July 14.—Great Britain and Japan sign a new treaty of alliance, to last ten years.

July 20—John E. Parsons tells the Sugar Trust Investigation Committee that he alone was responsible for the plan on which the trust was formed.

July 21—The Reciprocity Bill is passed in the Senate by a majority of 26 votes.—President Taft announces that arbitration treaties have been concluded between England, France, and the United States.

July 23—President Taft issues a statement giving full credit to the Democrats for their aid in passing the Reciprocity Bill.

July 27—Premier Asquith, in an official message, delivered in the House of Commons, warns Germany that in the Moroccan controversy England will demand her rights.

July 29—Canada's Parliament is dissolved by Sir Wilfrid Laurier, Premier, who proposes to place the Reciprocity pact "squarely in the hands of the people."

July 31—The Standard Oil Company announces its plan for a dissolution of the corporation to take place about December 1.

August 1—Edwin A. Abbey, the American artist, dies in London.

August 2—President Simon of Haiti is forced to flee from Port au Prince to a government cruiser.

August 3—The Senate passes the House Reapportionment Bill, increasing its representation from 391 to 433.—Admiral Togo arrives in New York City, on the Cunard liner *Lusitania* and leaves at once for Washington.

August 5—Former President Roosevelt, before the House Steel Trust Investigating Committee, assumes full responsibility for the merger of the Tennessee Coal and Iron Company with the Steel Trust, and insists that the nation was thereby saved from disaster.

August 6—President Taft invites Japan, thru Admiral Togo, to join the United States in the movement for world-wide peace.

August 7—About 70,000 men have been thrown out of employment because of the London dock strike.

August 8—U. S. Senator Wm. P. Frye of Maine dies at his home in Lewiston.

August 9—John W. Gates dies in London.

August 10—The Veto Bill is accepted in the House of Lords by 131 votes to 114.

August 13—Joseph Israels, the famous Dutch painter, dies at The Hague.

August 14—Henry N. Atwood, the Boston aviator, flies from St. Louis to Chicago, a distance of 286 miles, in 5 hrs. and 43 min., thus completing the first lap of his flight from St. Louis to New York City. (Atwood arrived in New York on August 25.)

August 15—President Taft vetoes the Statehood Bill.

August 16—General Teconte takes the oath of office as President of Haiti.—Serious strike riots occur in Liverpool and other cities of Great Britain.

August 17—The British railway strike, partially tying up communication thruout England, is called by the unions despite desperate efforts of the Liberal Government to effect mediation. Over 100,000 men stop work.—The Free List Bill is agreed to by the House and Senate, and goes to the President.

Keep A-Going

If you strike a thorn or rose,
Keep a-goin'!
If it hails or if it snows,
Keep a-goin'!
'Taint no use to sit an' whine
When the fish ain't on your line;
Bait your hook an' keep on tryin'—
Keep a-goin'!
When the weather kills your crop,
Keep a-goin'!
When you tumble from the top,
Keep a-goin'!
S'pose you're out o' every dime?
Gettin' broke ain't any crime;
Tell the world you're feelin' prime!
Keep a-goin'!
When it looks like all is up,
Keep a-goin'!
Drain the sweetness from the cup,
Keep a-goin'!
See the wild birds on the wing!
Hear the bells that sweetly ring!
When you feel like sighing—sing!
Keep a-goin'!

S. M.

Coming Educational Meetings

September 28 to 30—Missouri Rural Life Conference, at Kirksville.

October 6—Massachusetts Superintendents' Association, at Worcester.

October 19 to 21—Vermont State Teachers' Association, at Montpelier.

October 20—New Hampshire State Teachers' Association, at Concord.

October 25 to 27—Maine State Teachers' Association, at Augusta.

October 27—Connecticut State Teachers' Association, at Hartford and New Haven.

November 1 to 3—North Dakota Educational Association, at Fargo.

November 9 and 10—Kansas State Teachers' Association, at Topeka.

November 9 to 11—Missouri State Teachers' Association, at Hannibal.

November 9 to 12—Iowa State Teachers' Association, at Des Moines.

November 27 to 29—New York State Teachers' Association, at Albany.

November 30 to December 2—Southern Educational Association, at Houston, Texas.

December 27 to 29—Indiana State Teachers' Association, at Indianapolis.

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The Man Behind the Plow

[A recitation suitable for Peace Day or Thanksgiving Day program.]

There's been a lot to say about the man behind the gun,
And folks has praised him highly for the noble work he done;
He won a lot of honor fer the land where men are free,
It was him that sent the Spaniards kitin' back across the sea;
But he's had his day of glory, had his little spree, and now
There's another to be mentioned —he's the man behind the plow.

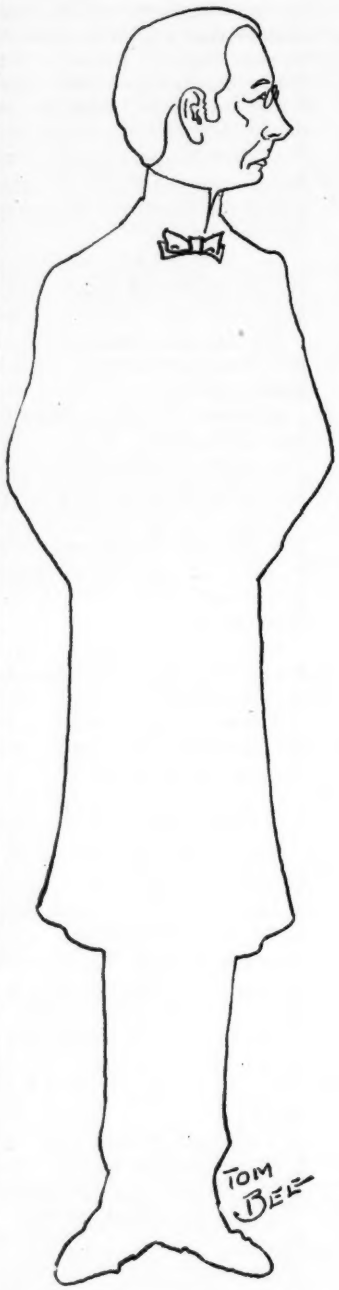
A battleship's a wonder and an army's mighty grand,
And warrin's a perfession only heroes understand;
There's somethin' sort o' thrillin' in a flag that's wavin' high,
And it makes you want to holler when the boys go marchin' by;
But when the shoutin's over and the fightin's done, somehow,
We find we're still dependin' on the man behind the plow.

They sing about the glories of the man behind the gun,
And the books are full of stories of the wonders he has done;
The world has been made over by the fearless ones who fight;
Lands that used to be in darkness they have opened to the light;
When God's children snarl the soldier has to settle up the row,
And folks haven't time fer thinkin' of the man behind the plow.

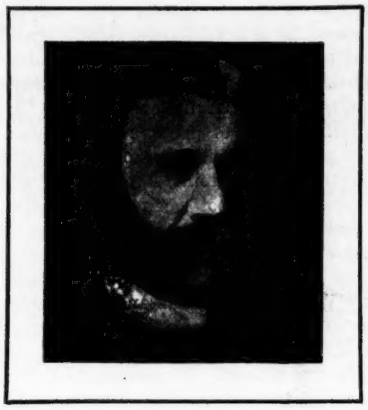
In all the pomp and splendor of an army on parade
And all thru the awful darkness that the smoke of battle's made;
In the halls where jewels glitter and where shoutin' men debate,
In the palaces where rulers deal out honors to the great,
There is not a single person who'd be doin' bizness now
Or have medals if it wasn't fer the man behind the plow.

We're a-buildin' mighty cities and we're gainin' lofty heights;
We're winnin' lots of glory and we're settin' things to rights;
We're a-showin' all creation how the world's affairs should run,
Future men'll gaze in wonder at the things that we have done,
And they'll overlook the feller, jist the same as we do now,
Who's the whole concern's foundation—that's the man behind the plow.

—*Chicago Daily News.*



Supt. James H. Van Sickle, formerly of Baltimore, now of Springfield. As seen by a Baltimore newspaper cartoonist.



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The High School in Democracy

EXTRACTS FROM THE REPORT OF THE N.E.A. COMMITTEE ON ARTICULATION OF HIGH SCHOOL AND COLLEGE. CLARENCE D. KINGSLEY, CHAIRMAN, MANUAL TRAINING HIGH SCHOOL, BROOKLYN.

It is coming to be recognized that in a democratic society the high school has a distinct function. The high school period is the testing time, the time for trying out different powers, the time for forming life purposes. Consequently, the opportunity should be provided for the student to test his capacity in a fairly large number of relatively diverse kinds of work.

In the high school the boy or girl may very properly make a start along the line of his chosen vocation, but a final choice should not be forced upon him at the beginning of that career. If he makes a provisional choice early in the course, there should be ample opportunity for readjustment later in the high school. For this reason the requirement of four years of work in any particular subject, as a condition of admission to a higher institution, unless that subject be one that may properly be required of all high school students, is illogical, and should, in the judgment of this committee, be immediately discontinued.

Not only is it the duty of the high school to lay the foundations of good citizenship and to help in the wise choice of a vocation, but it is equally important that the high school should make specific contribution to the efficiency of the individual along various broad lines. In our industrial democracy the development of individual aptitudes and unique gifts is quite as important as the development of the common elements of culture. Moreover, hard work is to be secured not by insistence upon uniformity of tastes and interests, but by the encouragement of special effort along lines that appeal to the individual. Our education would gain in power and in virility if we made more of the dominant interest that each boy and girl has at the time. It would seem that some have come to believe the oft-repeated statement that the liberal should precede the vocational; but an organic conception of education demands the early introduction of training for individual usefulness, thereby blending the liberal and the vocational; for only then does the liberal receive its social significance and importance. In other words, the boy who pursues both the liberal and the vocational sees the relation of his own work to the work of others and to the welfare of society; whereas the liberal without the vocational leaves him a mere spectator in the theater of life, and the boxes in this theater are already overcrowded.

Mechanic arts, agriculture, or household science should be recognized as rational elements in the education of all boys and girls, and especially of those who have not as yet chosen their vocation. Under the authority of the traditional conception of the best preparation for a higher institution, many of our public high schools are to-day responsible for leading tens of thousands of boys and girls away from the pursuits for which they are adapted and in which they are needed, to other pursuits for which they are not adapted and in which they are not needed. By means of exclusively bookish curricula false ideals of culture are developed. A chasm is created between the producers of material wealth and the distributors and consumers thereof.

The high school should in a real sense reflect the major industries of the community which supports it. The high school, as the local educational institution, should reveal to boys and girls the higher possibilities for more efficient service along the lines in which their own community is industrially organized.

Our traditional ideals of preparation for higher institutions are particularly incongruous with the actual needs and future responsibilities of girls. It would seem that such high school work as is carefully designed to develop capacity for, and interest in, the proper management and conduct of a home should be regarded as of importance at least equal to that of any other work. We do not understand how society can properly continue to sanction high school curricula for girls which disregard this fundamental need, even tho such curricula are planned in response to the demand made by some of the colleges for women.

Education Plans for New York

The framers of the new New York City Charter, now before the State Legislature, would abolish the Board of Education as it now exists.

For the representative board, which consists of 46 members serving without compensation, they would substitute a commission of seven members, appointed and removable by the Mayor and drawing salaries from the city—the President, designated by the Mayor, $10,000 a year, and the other six commissioners, $9,000.

Under the present organization, the Board of Education, while its members are appointed and removable by the Mayor and while the department, of course, must look to the city for the appropriations to enable it to keep the schools going, is to a greater extent than any other department independent of the city administration and guided in its activities largely by the State Education Law. The Board of Education is recognized as a separate corporation. Under the provisions of the bill it is made a part of the city administration.

While under the present charter, appointments to the teaching staff are made by the existing board only on the recommendation of the District Superintendents, the commission that would be established by the Cullen-Foley Charter bill would have the power to make such appointments. In other respects the powers as well as the qualifications of members of the supervising staff have in the main been left unchanged. A slight change has been made in the composition of the so-called local school boards, of which under the proposed new charter there would be forty-six, as at present—one for each school district. Where under the present charter there are seven members on each such board, there would be only six under the Cullen-Foley Charter bill. Where under the present charter the Superintendent of each school district would be a voting member of the local board in his particular district, he will not be a member under the new charter.

The proposed new charter provides that the Mayor may remove any member of the commission "upon proof of official misconduct, neglect of duty, conduct tending to discredit him, his office or the school system, or mental or physical disability to perform his official duties."

(*Continued on page* 483)

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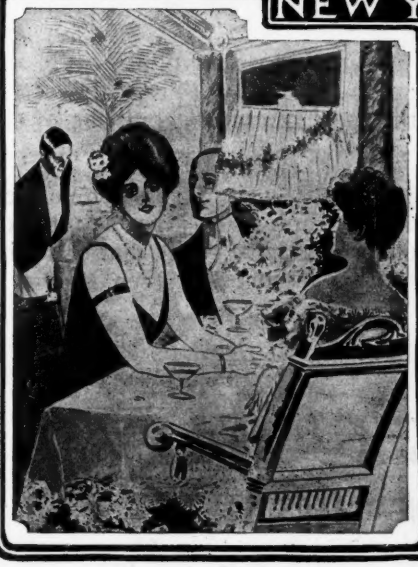

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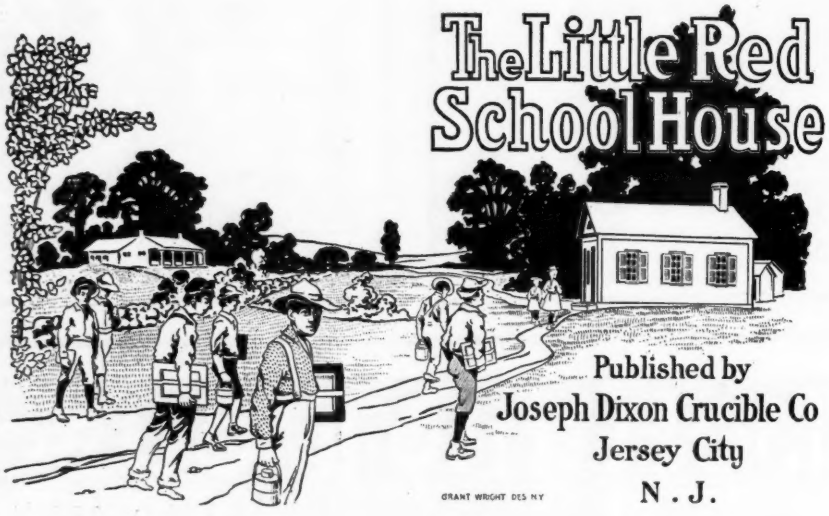

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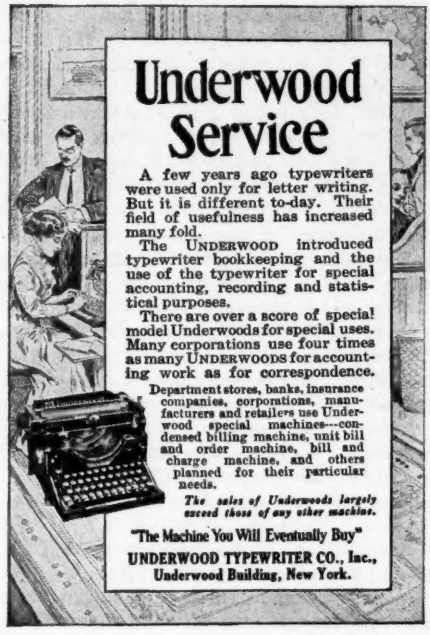

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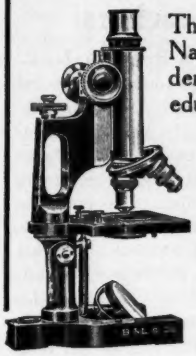

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In view of the propaganda that has been in progress for several years with reference to the question of equal pay for men and women teachers in the public schools when performing the same grade of professional work, the following extract from section 542 of the proposed new charter, which deals with that subject, may be of interest:

The salary, including the annual increment to which a present member is entitled under a specific salary schedule now existing, shall not be reduced. If male member be advanced to a position higher in rank, his salary, including the annual increment, in the advanced position shall be that fixed in the schedule therefor in force at the time of such an advance, except that it shall be not less than that received by him immediately prior to such advance. The salaries of all present female members, and males and females who hereafter become members, shall be not less than those fixed in the schedules approved by the Board of Education on the 17th and 24th days of May, 1911. In the schedules hereafter adopted there shall be no discrimination based on the sex of the member.

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Teaching Poetry in the Grades, by Margaret W. Haliburton and Agnes G. Smith, is one of the most practical educational monographs issued in this period of publication of practical works on educational subjects. The value of the book lies not in the telling how to teach poetry, but in the actual lessons given. Three or four representative poems are selected, and model lessons presented for each. It is to be hoped that similar monographs on the other grade subjects, equally practical, will be added to this well-known series of educational publications. Price, 60 cents. (Houghton Mifflin Company, New York and Boston.)

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Numerous volumes have been written on the various phases of history—political, social, economic and industrial—but strange to say comparatively few have been written on the subject of education in the United States. In *Education in the United States Since the Civil War*, by that ever active educator, President Thwing, of the Western Reserve University, we have a most notable addition to this branch of literature. No one is better fitted to discuss the topics—all too briefly treated—in this book. They certainly demand a closer study by all educators to bring out the full measure of progress in educational fields. Organization and Administration, the Course of Study, Morals and Religion, the Athletic Renaissance, Material and Indirect Education, the Pension System, the United States as a World Power in Education, Great Personalities are the subjects taken up. No one can be fully qualified to talk on the history of education, particularly in the United States, unless he has read this book. Price, $1.25. (Houghton Mifflin Co., Boston and New York.)

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(*Continued on Page iii*)

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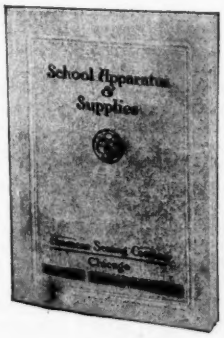

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From the editorial page of the Springfield Republican, Springfield, Mass. Feb. 20, 1911.

Statistics of Growth

Seven hundred and fifty pages of solid figures unaccompanied by text discussions other than explanatory notes, form a rather uninteresting looking volume issued by the Bureau of Statistics of the Department of Commerce and Labor, entitled Statistical Abstract of the United States, yet this annual volume, the thirty-third issue of which has just made its appearance, is called for by thousands of people in every part of the United States, and in fact in every part of the world. It tells of the area, natural resources, and population of the country from the adoption of the Constitution to the present time; agriculture, forestry, and fisheries; manufacturing and mining industries; occupations, labor, and wages; internal communication and transportation, merchant marine and shipping; foreign commerce, internal commerce, commerce of noncontiguous territories; prices, consumption estimates; money, banking, and insurance; wealth and public finance; the Civil Service, army, navy, pensions, Congressional apportionment, the Presidential elections; the statistical records of progress of the United States from 1800 to 1910; and closes with a few pages devoted to commercial, financial, and monetary statistics of the principal countries of the world. It is compiled by the Bureau of Statistics, in part from its own data of commerce and transportation, in part from data gathered by other governmental organizations.

One hundred pages are devoted to the general subject of area, natural resources, and population. The land area unappropriated and unreserved, amounted in 1910 to 712,000,000 acres, forming 41 per cent of the total land area of the country. Swamps and overflow lands cover 75,000,000 acres. The developed water powers amount to 5½ million horsepower. The number of farms irrigated, 167,000 in 1907, occupy 11,000,000 acres. The information given in this department is exceedingly valuable.

The fifty pages devoted to agriculture, forestry and fisheries show the number and acreage of farms by decennial periods extending back to 1880, value of farm property by States and Territories amounting to over $20,000,000,000 in 1900, the latest year for which complete statistics are available; the production of principal cereal crops, and of other farm products, including fruits, butter, wool and chickens, the wealth produced on farms for a term of years, showing a growth from $5,000,000,000 in 1900 to practically $9,000,000,000 in 1910; and numerous other facts relating to the wonderful development of the agriculture of the country for a long term of years.

The pages devoted to internal communication and transportation include data on the postal service, telegraph statistics, miles of railways operated, length of track, number of persons and tons of freight carried, showing a growth of railways operated in the United States from 30,500 miles in 1860 to 53,000 in 1870, 93,000 in 1880, 167,000 in 1890, 199,000 in 1900, and 250,000 in 1910. Data regarding express companies; transportation upon the lakes and principal rivers of the country; freight rates from principal interior points to the coast, and to European ports are also shown.

Foreign commerce occupies the largest space shown. Here are values of imports and exports and trade with various countries for a long term of years, the imports having grown from $668,000,000 in 1880 to $789,000,000 in 1890, $850,000,000 in 1900, and $1,557,000,000 in 1910; while the exports show a growth from $835,000,000 in 1880 to $858,000,000 in 1890, $1,394,000,000 in 1900, and to $1,745,000,000 in 1910. The share which crude materials for use in manufacturing formed in the total imports in 1890 was 21.6 per cent, in 1900, 32.5 per cent, and in 1910, 36.4 per cent. Manufactures ready for consumption formed 29.2 per cent of total imports in 1890, 23.9 per cent in 1900, and 23.6 per cent in 1910. Manufactures exported in condition ready for consumption formed in 1890, 15.7 per cent of the total domestic exports; in 1900, 24.2 per cent; and in 1910, 29.2 per cent; while manufactures for further use in manufacturing formed in 1890, 5.5 per cent; in 1900, 11.2 per cent; and in 1910, 15.7 per cent; foodstuffs in the meantime showing a material decline.

Boil It Down

When you've got a thing to say,
Say it! Don't take half a day.
When your tale's got little in it,
Crowd the whole thing in a minute!
Life is short—a fleeting vapor—
Don't you fill the whole blamed paper
With a tale, which, at a pinch,
Could be cornered in an inch!
Boil her down until she simmers;
Polish her until she glimmers;
When you've got a thing to say,
Say it! Don't take half a day.

—*Tralural Gazette.*

THE MENACE OF A DUST LADEN ATMOSPHERE

How to Eliminate the Dangers of Dust Poisoning

LEADING medical authorities have demonstrated by actual test that the dust collected from floors of schools, hospitals, stores, dwellings, and public places, is always accompanied by deadly germs. Such being the case, it readily follows that a dust-laden *atmosphere* is a *disease-laden* atmosphere, and therefore a constant menace to the very lives of everyone inhaling it.

Usually schoolroom conditions are especially deplorable. The floors are almost invariably bare and untreated, so that when large numbers of pupils are in attendance every slightest movement will start a fresh circulation of poisonous dust, keeping the atmosphere constantly polluted and unfit to breathe.

If undisturbed by air-currents or moving bodies, dust will settle upon the floor. The sensible conclusion, then, is that the best way to eliminate dust is by treating wooden floors with a preparation that will hold permanently every particle of dust and micro-organism coming in contact with it. That such a line of reasoning is correct is demonstrated by every floor on which Standard Floor Dressing is used. This dressing, *while not intended for household use*, is prepared for use in schools and all public buildings having floors of wood.

Standard Floor Dressing is being used on thousands of floors with wonderful success, and experiments have shown that in every room where used the dust is reduced *nearly one hundred per cent.* or practically eliminated. With the disappearance of dust, of course, follows the destruction of every disease-germ, for Standard Floor Dressing possesses germicidal properties that effectually dispose of every micro-organism settling upon floors treated with it.

A summing up would reveal that the chief merit of Standard Floor Dressing is that it exterminates dust and germs and so coincidentally preserves health. But there *are other* qualities that make Standard Floor Dressing a valuable preparation for treating floors. It possesses properties that preserve the wood itself, preventing it from splintering and cracking. Then, again, floors treated with Standard Floor Dressing are easier to sweep. The dressing does not evaporate; in fact three or four applications a year with the *Standard Oiler* should prove sufficient to obtain the best results.

To introduce Standard Floor Dressing in localities where it is not in use, we make the following remarkable offer. We will, on request of those in charge of any school, college, hospital or public building of any character, treat the floor of one room or corridor with Standard Floor Dressing. This demonstration will be made *at our own expense*. To localities far removed from our agencies, we will send free sample with full directions for applying.

Complete data has been prepared in the form of reports, testimonials and a booklet "Dust and its Dangers." Those interested are asked to write for them.

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C. J. ALBERT, MANAGER
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In answering advertisements please mention "The School Journal"

In the Autumn Woods

BY JENNIE D. MOORE

In the woods the nuts are falling,
Falling down.
Amid the dry leaves gently dropping—
Dead leaves brown.
Ivy. golden hued and red,
Twines the old trees overhead,
All the summer birds are fled,
Southward flown.

Sigh the autumn breezes chill.
What care we?
Purple asters dot the hill,
Fair to see.
And the sun shines thru a haze
Far along the woodland ways;
O how pleasant autumn days
All can be.

Fresh and bracing is the air,
Cool and clear.
Autumn's beauties everywhere
Doth appear,
Haste we to the woods away
Happy-hearted, bright and gay,
When released from school we stray
Blithely here.

Book Notice

The Study-Guide Series.

H. A. DAVIDSON
Cambridge, Massachusetts.

Motor Work and Formal Studies, A Provisional Syllabus for the First Three Primary Grades, is the title of a book just published in *The Study-Guide Series,* well known for the high quality of the books, and the great helpfulness to teachers of the suggestions given. This book is timely and practical. It offers a clearly described plan for the combination of Motor Activities and such formal studies as are usuallv required in Primary Grades, and it is thoroughly in line with the best work done in this country, and in Europe; —such as the work carried out in the Horace Mann School in New York City. The book contains a suggested program for each grade, with a discussion of its significance, a review, in detail, of each study and of the forms of Motor Work suggested and, finally, a clear and illuminating discussion of method and of the pedagogical significance of each part.

For further particulars, address H. A. Davidson, Cambridge, Mass.

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Notes of New Books

(*Continued from page* 485)

"The New Laokoon" is an essay, by Irving Babbitt, based on Lessing's "Laokoon." This author studies the "Laokoon" not primarily as a German classic, but as a problem in comparative literature. He shows that the confusion with which Lessing deals is a pseudo-classical confusion, for understanding of which one must go back to the beginnings of the movement in the critics of the Renaissance. The work is scholarly and interesting, especially so to students of literature. Price, $1.25. (Houghton Mifflin Company, Boston.)

There are many stories for young and old written about dogs, but none more beautiful than Ouida's "A Dog of Flanders." The edition is in the series of "Canterbury Classics," and a biographical sketch, interesting notes, suggestions to teachers, and a fine bibliography of dog stories are included. The book is printed on dull-finished paper and bound in soft brown cloth. Price, 25 cents. (Rand, McNally & Co., Chicago.)

Recent additions to the "Silver Series of English Classics" include the following titles and editors: "Idylls of the King" and "Minor Poems" of Milton, James E. Thomas; Pope's "Iliad," Alexander S. Twombly; Shakespeare's "Macbeth," Homer B. Sprague. This series is so well known as to require no comment. Suffice it to say that the high standard of the previous volumes is maintained in those lately published. For inexpensive editions, the publishers certainly make an excellent offering in these books. (Silver, Burdett & Co., New York.)

The Lawrence Reader and Speaker, by Edwin Gordon Lawrence, endeavors to arouse new interest in the neglected field of public and prize speaking by presenting a compilation of some of the most attractive specimens of oratory delivered in both this and foreign countries. The fundamental principles of speaking are given in an introductory chapter. Price, $1.50 (A. C. McClurg & Co., Chicago and New York).

In *Equal Pay for Equal Work*, by District Superintendent Grace C. Strachan, are narrated the efforts made by the women teachers of the City of New York to secure remuneration equal to that received by the men in the teaching corps. The arguments presented to the legislative committees, on the platform, as well as the words of commendation by the large number of friends of the Interborough Association, are given in full. Wherever the question is under discussion the book will be found a valuable source of assistance. Price $1.00 (B. F. Buck & Co., New York).

Training Housekeepers

A State-wide movement has been started by the New Jersey Women's Progressive League to solve the servant-girl problem. The plan proposes to provide better servants by establishing training and cooking schools in the cities of the State.

Under the proposed system, servants would be properly classified and on graduation would receive diplomas expressing their qualifications. The curriculum would provide the following classes: Special butlers' and waitresses' course, cooks' practical classes, early fall course in pickling and preserving, chafing-dish course, camp cooking, lectures on the individual consumption of food, purchasing and kitchen bookkeeping.

The kind of graduates that can step out of a business school into a new position and make good, are the kind that build up the reputations of successful schools. With the new Smith Premier Model 10, where practically every operation is controlled from the straight line key-for-every-character keyboard, the work of writing is done solely by the hands—the mind is free for brain work. That is why business schools where the new Model 10 Smith Premier is used are graduating operators whose high average of efficiency builds up the reputations of those schools.

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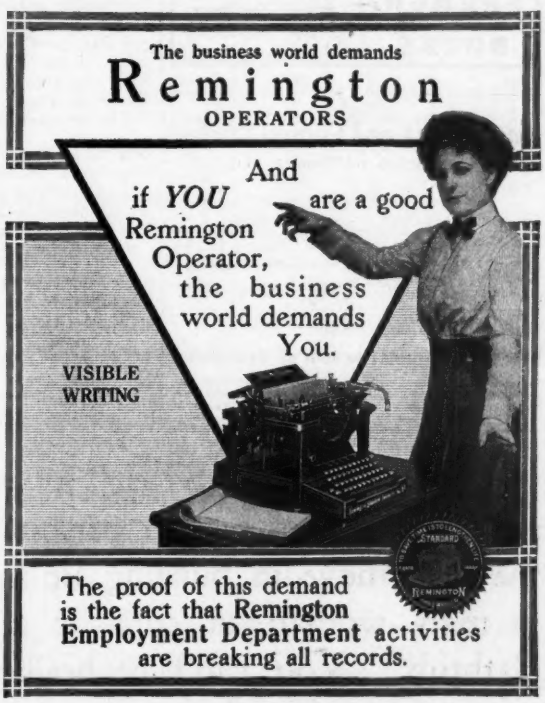

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"Ironquill"

By Hubert M. Skinner, Chicago

"Ironquill" (Engene F. Ware), The Poet of Kansas, died on July 2. His poems are popular in Great Britain as well as at home. His "Violet Star" is as weird as anything in Poe. His "John Brown" vies with odes of Pindar and of Horace. His "Washerwoman's Song" is, of course, his most popular poem." "Quivera" is historical.

The hand of death is laid on "Ironquill,"
And myriads are sad on either shore,
To whom, as seasons pass, shall float no more,
With freshness of the prairie and the hill,
The music of his measures. Yet we still
Shall count him as among us, as of yore,
And echo back his laughter, and encore
His ringing words of "faith and hope and will."
His "Washerwoman's Song" shall cheer the heart
Of the sad toiler, and his "Violet Star"
Shall lure the dreamer; while the fruitful plains
Of old "Quivera" shall preserve his art,
And "both Nyanzas" crown his fame afar,
And Europe, many-voiced, take up his strains.

The School Bells

BY LINDA S. HIBNER

September sets them swinging,
In every belfry ringing.
East, west and south and north,
And, hot-foot after knowledge,
Away to school and college
The youngsters sallied forth.

God bless their sunny faces!
The house an empty place is.
The stillness fairly groans,
As off their heels go clicking,
The clocks set up a ticking,
In maddening monotones.

Tick, tick so loud it smites us.
The impish iterance frights us.
Tick! tick! (was that a mouse?)
What frolic and what laughter,
But now, from base to rafter,
Rang thru this silent house.

That ticking, loud, insistent,
Says, 'Is the time so distant
When east, west, south and north,
Hot-foot to life's great college,
To taste the Tree of Knowledge,
The children will go forth?"
Says "Is the time so distant?"
—*Youth's Companion.*

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Manufacturers and Importers of
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Everything needed in the Laboratory. Glass blowing done on the premises. Metalware Manufacturing Department in the House.

A Visit of Lafayette

In an old historical section of New York City, known as Greenwich Village, there is a public school from which have come pupils whose services to the country have made their names known far and wide. The school is No. 3 and is situated at the corner of Grove and Hudson streets. An inspection of the school was made, nearly a century ago, by General Lafayette. A tablet in bronze, commemorating this historical event, has been erected thru the patriotic devotion of an "old boy," one who was educated in that school under the late Mr. Sutherland. The tablet, colonial in outline, bears in the upper section the intertwined flags of France and the United States, the year of visitation, and the Common Seal of the City of New York. Below there is an inscription, reading:

On September 10th, 1824,
Marquis De Lafayette
Major General in the
American Army during the
War of the Revolution
Visited
Public School No. 3
Which was selected as the
Best Example of the Public
School System Established
By the Free School Society
Of the City of New York
In Memory of that Event
THIS TABLET
Is erected by a former pupil
Of the School, under the
Direction
Of the Board of Education
A. D. 1911.

The tablet was designed by Mr. Charles R. Lamb, and executed in the Lamb Studios of New York City.

THE FIRST STEP away from self-respect is lack of care in personal cleanliness; the first move in building up a proper pride in man, woman, or child, is a visit to the Bathtub. You can't be healthy, or pretty, or even good, unless you are clean. Use HAND SAPOLIO. It pleases everyone.